



Dane Royd Nursery Prospectus

DANE ROYD SCHOOL NURSERY

**Stoney Lane
Hall Green
Wakefield
WF4 3LZ**

**Telephone:
01924 242917**

Headteacher: Miss C Kelly

**Nursery Teacher: Mrs J Hartshorne/Miss L Richards
Nursery Teaching Assistant: Mrs H Batley
Nursery Teaching Assistant: Mrs C Devlin
Extended Schools Manager: Mrs C Beddard**

Chairperson of Governors: Mr R Burton

Foundation Stage Vision Statement

Our aim is that staff, children and their families work together in close partnership to give the children in the Foundation Stage the best possible start to their education.

We want our Foundation Stage to be a place where:

- Children feel happy and secure
- Enjoyable, stimulating learning experiences take place
- Children are confident, interested and involved learners
- Everyone feels valued and has high self-esteem
- Children work hard and aim high in their learning
- Staff and children respect and care about each other
- Parents and staff work together in close partnership, sharing information and ideas in order to help children to learn and develop.
- Staff are committed to providing the best quality learning opportunities for every child taking into account diversity of language, culture, gender, ability and physical needs.

Nursery Overview

The Nursery is attached to the main school and is included in many of the schools activities. The nursery setting consists of indoor and outdoor learning environments which all children will use.

Here at Dane Royd we treat every child as an individual, we record progress through tracking systems which consist of observations, assessments and teacher judgments. We are ambitious with our target setting and have high aspirations for all our children. Our children learn through planned, well-resourced indoor and outdoor continuous provision areas. These areas are supported by adults who extend children's learning and understanding. As the children progress they spend time in smaller teaching groups for specific areas of learning such as phonics and mathematics.

Nursery Organisation

Key People

Our Nursery uses a key person approach. This means that each member of staff has a group of children for whom they are responsible for ensuring they feel happy and secure. The key person will also be mainly responsible for the daily observations that are used in the assessment process. You can find a key person list located in the home-school link area in Nursery.

Timetable and Routines

Dane Royd Nursery provides places for 26 morning and 26 afternoon children. Nursery school places are offered each term and children are eligible to start nursery in the term following their third birthday.

Times of sessions: Morning 8.45 - 11.45 Afternoon 12.15 - 3.15

We are also able to offer **wraparound care**, which takes place within the school environment for parents who need longer childcare provision. It will complement existing provision at the Nursery and is available through payment of a fee. If you are interested in wraparound, please speak to Mrs Beddard about times available and cost.

Useful Information for Parents

Uniform

All children are required to wear school uniform. The uniform consists of **grey trousers, shorts or skirt with a white polo-top and green jumper or cardigan**. A green and white checked summer dress can also be worn. Children also need **black school shoes** (velcro fastenings are advised). All children need a **pair of wellies** for outdoor play which will be kept at school. **Please label all uniform, bags and shoes.**

We ask that warm coats are provided in cold weather and a jacket in summer in case it rains. For warm days we provide children with hats, labelled sun cream can be brought in and given to nursery staff.

In Nursery we explore, investigate and get creative with our learning both indoors and out. We provide aprons and waterproofs but it is likely that clothing will become marked or dirty throughout explorations, we ask parents to understand and support us in this style of learning.

Self-Help Skills

Children are expected to be clean and dry before they start Nursery. It will also help the Nursery staff if your child is able to go to the toilet independently and deal with their own clothes, wipe themselves, flush the toilet and wash their own hands. Accidents do happen and we are prepared for this and have a supply of spare clothes, which we would ask you to wash and return to Nursery.

During the early days at Nursery it would be helpful if clothing can be easily unfastened/fastened by your child e.g. Velcro fastenings. It is advisable to use trousers with elasticated waistbands for ease of pulling up and down, having Velcro shoes for when your child changes in to their wellies. Children are expected to put on and take off their own coat; staff will help them to fasten/unfasten buttons and zips but children will soon be encouraged to do this for themselves. Practicing these skills at home can help support your child with independence.

Library

Every Friday we invite parents to choose a book with their children from our Library service to share at home. Every child is given a library bag to keep their book and the bag and book should be returned at the start of the week to be eligible for a new book on Friday. If you lose your library bag, a new one can be purchased for £1 and lost library books will be billed.

Every Friday we will open early for our morning Nursery children at 11:30 so you have time to select a book together. Afternoon children will select their book at the start of the afternoon session.

Snack

Fruit, milk and water are freely available during each session; therefore it is important that you make the Nursery team aware of any allergies.

Sharing Information

We encourage parents to share information with Nursery Staff regarding your child's learning and change in routines of home circumstances. Feel free to ask questions and discuss your child at the start of sessions, meetings can be made with the teacher if requested. The school also offers two parent consultation evenings a year where your child's progress will be discussed.

We have a **Home-School Link Board** where we ask parents to share some of the learning and achievements that have happened at home. We have forms you can fill in or simply bring pictures, work or certificates for us to display. Examples could include swimming certificates, medals, and pictures of special events or achievements/skills where your child has succeeded.

Starting Nursery

We have a waiting list and children are admitted as outlined in the school's 'Early Years Part-time Admissions Policy' which is available in the School Office or Nursery. A short version of the Admissions Criteria is at the back of this booklet. When you and your child receive the invitation to visit our Nursery, take time to talk about the visit together. Explain that you will stay during the visit, and look forward together to the exciting and interesting things going on in the Nursery. Point out where the Nursery is as you pass by, and feel free to call in if you wish. You can also request a home visit, or arrange more visits to Nursery if you feel it would benefit your child.

Visit Days

The visit gives you and your child the opportunity to explore the Nursery, and to meet the children and staff. It also consists of a short talk and you will have the opportunity to ask any questions you might have.

Early Days

New children start Nursery towards the end of the first week of term, so existing children have settled in and staff can give them extra time and attention. You can stay with your child until they are settled. Staff will build a close and trusting relationship with your Child and ensure that s/he feels secure, confident, and a valued individual. Please do not hesitate to phone school should you be worried about leaving your child in a distressed state; remember, all children are different, but all children do settle and staff are very experienced at helping children adjust to Nursery. Please be good timekeepers, as children can become agitated if you are late.

Day to Day Arrangements

- Due to safeguarding regulations **no mobile telephones or cameras** should be used in the Nursery setting under any circumstances
- We hold regular **fundraising events** and we would appreciate your support in them, money raised is used to purchase new nursery provision.
- Please ring immediately if you are unable to pick up your child at the allotted time due to an unforeseen circumstance, and we will ensure that they are kept safe until your arrival.
- Please inform us when your child is going to be absent or you have organised a holiday during term time.
- Please ring Nursery to inform us of sickness absence.
- All Policies are available for you to look at. Copies will be made if requested. These include :*The Early Years Foundation Stage. Special Needs.Assessment.Behaviour. Safeguarding, Health, Safety and Hygiene.*

Safety and Welfare

- **For the safety of all children at Dane Royd we ask parents to shut the green school gate after entering the premises.** To gain access to Nursery please press the appropriate button. When dropping off and picking up your child please wait for the gate to be opened by Nursery staff, this will happen at an appropriate time regulated by staff.
- Please make sure you **keep us informed of any medical conditions/allergies** your child may have. If your child requires medication during the Nursery session, we have a consent form that must be filled in. Please let us know if someone other than yourself will be collecting your child from Nursery.
- Parents should not enter the Nursery unless a member of staff is present, and should remain with their child until the start of session i.e. 8.45 a.m./12.15 p.m.
- Parents/Carers **must not use cameras and mobile telephones** on the premises.
- Do not bring toys from home into Nursery.

- Please ensure that you and your children keep to the paths in the school grounds and do not run or play on the grassed areas outside Nursery in case of falls or damage to school grounds.
- It would be appreciated if you could leave your dog at home when bringing children to the Nursery.
- Parents **should not use the staff car park** when bringing or collecting their children.
- We are a '**no-smoking**' school and ask that cigarettes are extinguished before entering the school premises.
- **Please do not bring your child to Nursery if they are ill.** Sometimes parents bring their child and tell us 'they wanted to come'. We are very pleased that children like coming to Nursery. However, if the child is not very well they will not be fully fit to learn and may pass on their illness to others. Exclusion times for common illness are included at the back of this booklet.

Your Child's Development and Learning

Provision for children's learning and development is facilitated through a balanced, planned curriculum guided by The Early Years Foundation Stage (EYFS). A copy of this may be obtained from the Department of Education (details are given at the end of the Prospectus). Please ask if you wish to know more about the teaching, learning and assessment processes in Nursery.

Our provision reflects the four key themes of the EYFS:

A Unique Child - understanding that every child is unique and is constantly learning and who can be resilient, capable, confident and self-assured.

Positive Relationships - children learn to be strong and independent through positive relationships which are sensitive, supportive, consistent, stimulating and foster a sense of belonging.

Enabling Environments - where all people and learning is valued and where rich learning opportunities are provided. Resources are stimulating and relevant to all children's cultures, communities and learning styles.

Learning and Development - enables children to develop and learn in different ways and fosters the *characteristics of effective learning*. (See below)

The Early Years Foundation Stage is the period of education from birth to 5. It is called a Foundation Stage because it gives children secure foundations for later learning. Guidelines are given in the form of simple statements called 'Stepping Stones'. At the end of the Reception Year children are assessed on their achievements of the 'Early Learning Goals'. The results of this assessment will be reported to parents, Year 1 teachers and to the Local Authority. The learning involved in the EYFS prepares them for work on the National Curriculum at Key Stage 1 in primary school.

The *Stepping Stones* and *Early Learning Goals* are a series of aims within seven areas of young children's development and learning.

There are three 'Prime Areas':

- **Personal, social and emotional development**, in which goals relate to developing confidence, a positive sense of themselves and respect for others. Activities will promote positive relationships and independence while helping children to develop concentration, social skills, how to manage their feelings and to enjoy sharing as part of a group.
- **Communication and language** which covers communication with one another and developing skills in talking and listening in a range of situations within a rich language environment.
- **Physical Development** which covers development of skills to move their bodies with care, control and co-ordination, to handle objects with increasing dexterity and to hold mark-making tools such as paintbrushes and pencils correctly using the thumb, index and middle fingers with increasing control. Children will learn the importance of physical activity and how to make healthy choices in relation to food.

The 4 Specific Areas:

- **Mathematics** relates to developing skills to count, understand and use numbers, complete simple calculations involving addition and subtraction and to describe shapes, spaces and measures.
- **Literacy** development of reading skills through the understanding of rhyme, knowledge of books and how to use phonic skills to link sounds to letters and read simple words, captions and sentences. This area also relates to developing skills to write words, captions and simple sentences and how to begin to spell words.
- **Understanding the World** covers investigating and beginning to understand the places and people around them, the environment and technology.
- **Expressive Arts and Design** covers finding ways to communicate by using colour, shape, sound, texture, movement, dance, role-play, design and technology.

The *Characteristics of Effective Learning* underpin learning and development across all the seven areas and support the child to remain an effective and motivated learner.

Characteristics of Effective Learning:

- **Playing and Exploring** - encouraging curiosity, using senses to explore, playing by building on what you know, promoting willingness to 'have a go' and become independent learners.
- **Active Learning** - being involved and developing concentration. Promote skills to persist and to become resilient. Enjoying achieving what they set out to do.
- **Creating and Thinking Critically** - promoting skills to have their own ideas, solve problems, make predictions and review plans and activities.

During the Early Years Foundation Stage, these areas of learning will be introduced in ways that are suitable for young children, most often through planned, purposeful play. Play is the key to the way children learn. We want all children in our Nursery to have

enjoyable and satisfying experiences, which will create a solid basis for later learning in school and beyond.

Ways in which you can help your child to make the best progress in their early years:

- *Choosing books from our library and reading and talking about them together.*
- *Support your child in learning how to form the letters of their name correctly, using the school's handwriting method. Please ask for details of the best ways to do this.*
- *Help your child to learn the sounds of the letters of the alphabet. Letters will be sent home when your child is ready. Nursery use actions for each letter sound as this has been proven to be the best method to help children to retain the sound. Simple words will also be sent home when your child can 'hear' and blend sounds to make words.*
- *Playing games together e.g. board games, snap, snakes and ladders. The use of safe, educational internet sites that provide games matched to the age and development of Nursery children can be very beneficial in helping your child to make increased progress. A list of a few safe sites is included at the end of this Prospectus.*
- *Drawing, mark-making, using paintbrushes, pencils and scissors, ensuring that your child holds pencils, crayons and chinks using their thumb, index and middle finger. These activities enable children to develop skills to draw, colour and cut out.*
- *Completing jigsaws together can help to encourage early skills such as pre-reading and shape and spatial awareness.*
- *Playing a variety of games will help children to concentrate and take turns.*
- *Singing songs and nursery rhymes helps to develop language and understanding of rhyme. Simply talking and asking questions plus/supporting your child to give increasingly more detailed answers will help to develop language skills.*

Assessment and Monitoring

The activities provided in Nursery are carefully planned and resourced to provide experiences which are enjoyable, educational and match the level of development and learning style of each child, we plan themes and topics relating to these each half term. Progress made by the Nursery children is rigorously evaluated through daily observations and occasional focused assessments. Through regular assessment we can respond to each child's individual needs and develop new plans to ensure personalised progress.

The Dane Royd Foundation Stage team is using **profile building software** that allows us to track an individual's progress. Within this process, photo evidence is used to support observations and at times group work will be observed; this will mean that profiles may contain photographic evidence containing other members of the class.

We request your permission for the photographs of group work to be shared in profile reports that belong to other children within that group. We also ask you as responsible parents, not to share or distribute any profiles containing images of other children. If

you do not give permission for this, please inform the nursery teacher as soon as possible.

Behaviour

We pride ourselves on the **high standard of behaviour** in our Nursery. We have high expectations of the children and of ourselves. The pastoral care of the children in Nursery is the concern of all staff, teaching and non-teaching. Rules are kept to a minimum and are related to the safety and welfare of the children and adults in the Nursery.

Nursery Rules:

We are all friends at Nursery

We are kind to everyone

We share and take turns

We walk sensibly in Nursery

We speak quietly

We have good manners and say 'please' and 'thank you'

We keep Nursery tidy and respect our toys.

It is the aim of everyone connected with our Nursery to provide a happy and secure environment so that all the children are eager to learn. This can be achieved only if a good relationship is established between home and school. Discipline is maintained by the closest co-operation between parents and Nursery staff.

Children are encouraged to behave in a positive, self-disciplined way. We employ a variety of strategies in order to achieve and maintain high standards of discipline and behavior. For example, Staff behave positively and set a good example.

Minor behavioral indiscretions are dealt with by the Nursery staff immediately. More serious behaviour is referred to the teacher, who may in turn, refer the matter to parents or to the Headteacher who has overall responsibility for behaviour management. Co-operation of parents is sought when a child's behaviour is causing concern. Problems are usually solved at an early stage, by parents, children and Nursery staff working closely together.

Special Needs

Children with **Special Educational Needs or learning difficulties are catered for** from within the existing resources in the Nursery. We assess children's progress regularly so difficulties can be diagnosed early in their education in order that individual learning programmes can be planned. Parents are given support and information on how to find help from a range of agencies. The setting works to the requirements of *The Special Educational Needs Code of Practice (2001)*. A register of children with Special Needs is kept in school.

Any Problems

The pastoral care of the children in Nursery is the concern of all staff, teaching and non-teaching. Rules are kept to a minimum and are related at all times to the safety and welfare of everyone in the Nursery.

Confidentiality

Each child has a separate folder where registration documents, assessments and any additional medical reports or information from outside agencies are kept. This information is confidential and kept locked in a filing cabinet in Nursery. Some details are also recorded in main school for registration purposes. Other parents do not have access to this information and it is only shared with other professionals on a 'need to know' basis.

Safeguarding

The school follows guidelines provided by Wakefield L.A. on disciplinary matters. If there is suspected abuse of a child then the Nursery teacher, who is the Headteacher's appointed nominee, will follow the Child Protection procedures adopted by the school. Copies of this are available in the school office

Complaints

If you have any concerns about your child's education or well-being, we hope you will feel able to discuss them with the Nursery staff or Headteacher, who will be pleased to arrange an appointment with you. If your concern is unresolved and you wish to pursue it further, the Education Authority has drawn up complaints procedures which you may wish to consult. *(Required under Section 23 of the Education Reform Act).*

The procedures are explained in the L.A. booklet "Can we help you?" Copies of this booklet are available for inspection in schools, public libraries and the Complaints officers at the Education Department (address below).

The Chief Education Officer

For the Attention of the Complain Officer

Ref: Admin/60/KW, Education Department

County Hall,

Wakefield WF1 2QL

Moving on

We arrange an 'official' visit to school towards the end of your child's last half-term in Nursery. Children spend an afternoon in their new class, and at the same time, you are invited to meet Miss Kelly, Headteacher, to look around school, receive information about Main school and ask any questions you might have.

Please be aware that a place in Nursery does not guarantee a place in School. Parents need to fill in application forms for school places and must return these to the Local Authority before the closing date indicated on the admission form.

Part-time Admissions Criteria

Where a school receives more applications than places available then children should be admitted in the following order:

- 1 Children under special educational needs statutory assessment or with a statement of special educational needs (which names the school);
- 2 Children in public care (Looked After Children);
- 3 Children who live in the school's catchment area or parish area, who have brothers or sisters attending the school at the time of admission;
- 4 Other children who live in the school's catchment area;
- 5 Children who live outside the school's catchment area but have brothers or sisters in attendance at the school;
- 6 Other children by age order (admitting eldest first).

Where any criterion category is over-subscribed then children within that category should be admitted in an age order basis (eldest first).

Children who reside outside of the Wakefield District should be considered alongside all other children.

Where required the local authority will provide support to a school in applying the part-time admissions criteria.

A full copy of the Early Years Part-time Admissions policy may be obtained from the school office or nursery.

Useful addresses and websites:

www.foundationyears.org.uk

www.education.gov.uk/publications - for copy of the *Early years Foundation Stage Guidance*.

www.letters-and-sounds.com - games to develop letter/sound identification

www.bbc.co.uk/numbertime/games - to develop early understanding of mathematics

www.bbc.co.uk/cbeebies - games and information to support general learning

<u>Exclusion Procedure for Illness/Communicable Disease</u>	
Disease/Illness	Minimal Exclusion Period
Antibiotics prescribed	First day at home
Temperature	If sent home ill child must be off for 24 hours
Vomiting	Child must be off for 48 hours after last vomit
Conjunctivitis	Keep at home for a minimum of 1 day. May return after prescribed medication.
Diarrhoea	48 hours from last loose stool or until clear
Chickenpox	7 days from appearance of rash
Gastro-enteritis, salmonellosis, dysentery and food poisoning	Until authorized by the District Community Physician
Infective hepatitis	7 days from onset of jaundice
Measles	7 days from appearance of rash
Meningococcal infection	Until recovered from the illness
Mumps	Until the swelling has subsided and in no case less than 7 days from onset of illness
German Measles (Rubella)	Exclude until fully recovered or for at least four days after the onset of the rash