

**WELCOME TO LYNCH HILL SCHOOL**

**NURSERY HANDBOOK**

**2017-18**

# Welcome to

## Lynch Hill School Primary Academy Nursery

Our address is:  
Garrard Road  
Slough Berkshire  
SL2 2AN

Telephone number: 01753 524170

Executive Headteacher - Mrs G Coffey OBE  
Head of School - Mrs L Tomlinson  
Deputy Headteacher – Mrs H Gates  
Assistant Headteacher - Mrs P Sehgal  
Assistant Headteacher - Mrs S Das  
Assistant Headteacher - Miss A Okyere  
Assistant Headteacher - Miss C Power

### **Nursery Teachers and Support Staff:**

Miss Power (Team leader), Mrs Dyde, Mrs Lewis, Mrs Price, Mrs O'Connor, Mrs Pierce, Mrs Boshier, Mrs Skillan, Miss Bartholomew, Mrs Edmunds

### **A Typical Day:**

A typical Nursery session follows this pattern:

- 8.30 am Children arrive and are greeted by the Nursery staff. The children have a short group time with their key worker. For 10 - 20 minutes the children enjoy learning about foundation subjects.
- 8.50 – 10.40 Children take part in free play inside the Nursery and outside in the garden which is structured to cover the Foundation curriculum. Children have free movement between the two environments and are supported in their learning by the staff. During this time, the children have access to a snack table where they are able to select milk or water and fruit.
- 11.00 -11.15 Children return to their groups with their key worker for another short, structured carpet session. This may include a story, music time or a circle time.
- 11.15 The doors are opened by staff and parents come to their children's group to collect them.
- 11.30 Doors are closed so children must be picked up promptly.

**This is repeated in the afternoon session which runs from 12.30pm - 3.15 pm (doors will close promptly at 3.30pm).**

Our aim is to give every child the opportunity to achieve their personal best and to develop lively, enquiring minds. We achieve this by providing the children with an

enabling environment and supporting them to engage in topics linked to their interests. The children are actively involved in play which allows for spontaneity and encourages purposeful learning.

During the Foundation Stage, children need a wide variety of experiences. We are committed to providing these by organising purposeful, structured play for the children, to broaden their understanding and develop their skills. We acknowledge that play is a most serious and essential business for the child. If the child has time to develop full confidence in himself through play, they will then be able to cope with the more advanced tasks set for them in school life.

During their time in Nursery the children will work in a variety of ways - as a whole class, playing together, and with the teacher or individually.

### **Our aims for Nursery are:**

- To provide high quality and inspirational learning experiences for all the children. Learning which is structured, balanced, relevant to the child and related to the real world.
- To provide a curriculum which takes account of, and responds to, each individual child's developmental needs and allows them to make progress related to their differing abilities.
- To deliver a curriculum which provides equal learning opportunities for all the children within our settings irrespective of age, ability, gender, ethnicity, language and social economic backgrounds.
- We will be led by the child, their interests and preferred learning style to deliver a personalised and relevant curriculum to all our pupils.
- To ensure that the children have positive experiences of success in order to inspire confidence and motivation that will set the precedence for lifelong, independent learning.
- To tailor and personalise the EYFS curriculum in order to achieve the expected level set out in the ELGs provided by the DfE.
- To create a partnership with parents and other professionals to support and enhance the development of the pupils.
- Ultimately, the aims of the foundation stage curriculum are to ensure that the children are equipped with the skills and personal qualities that they will need to become successful, motivated learners and are ready for KS1.

### **Nursery Curriculum:**

The curriculum consists of three Prime areas of learning which are linked through topics. The areas of learning are Personal, Social and Emotional Development, Physical Development and Communication and Language. In addition to this, there are also four Specific areas of learning. These are also taught through play and a variety of topics linked to the children's interests. These Specific areas of learning are generally focussed on in greater deal in the Reception year.

**Assessment:**

Throughout the children's time in Nursery, staff observe and support play as well as lead carpet times. They use these invaluable interactions with the children to informally assess them against the three prime areas of learning. Once these areas are established teachers will move their development on to assess them against four specific areas of learning. This comprises 17 Early Learning Goals (ELGs). These are as follows:

**Prime areas of learning:****1. Personal, Social and Emotional Development.**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.

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.

**2. Communication and Language.**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.

### **3. Physical Development.**

#### 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.

### **Specific Areas:**

#### **1. Literacy**

##### 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.

#### **2. Mathematics**

##### Numbers

Children count reliably with numbers from one 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 measure

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.

#### **3. Understanding the world.**

##### 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.

## **4. Expressive arts and design.**

### 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.

During their time in Nursery many observations are carried out to assess each child's progress. When children begin Nursery it is important for staff to understand where each child is at in their stage of learning and over time practitioners will be aware of how each child learns. This leads to carefully planned provision activities. It may seem that the activities in Nursery just involve playing. However each activity is carefully 'structured' to develop a certain skill or area of knowledge for the children.

Children develop at different rates and so careful planning is necessary to develop each child appropriately. The staff keep detailed records of each child's progress, they report to parents at parents' evenings and a written report is sent home at the end of each year. This information is then passed on to their next teacher who will use the learning journal to plan their next steps.

At Lynch Hill School we believe each child is unique and our aim is to help each child develop to their full potential.

## **GENERAL INFORMATION:**

### **Classroom Fund:**

Parents contribute £1 a week to a fund which provides the many extra consumables that young children use at school. This includes cooking and art activities. It also funds additional toys and equipment for the Department.

### **Birthday Celebrations:**

Children may bring in a snack to share with their group on their birthday. In line with "healthy eating" and "smiling for life" scheme, we encourage that parents bring in healthy options such as fruit or breadsticks.

**Please note that we are a 'NUT AND SEED FREE SCHOOL',** therefore any foods containing nuts or nut products are **not allowed** in school. All food items brought into the Nursery should be nut and seed free.

## **PE**

Physical development is a fundamental part of the nursery curriculum. We ask that parents ensure children's uniform is appropriate for an active session at school and the weather.

Key workers will inform parents when specific PE sessions are beginning. For this, children will need a PE kit.

### **Our Rules for PE**

- Long hair should be tied back.
- Stud earrings and watches should not be worn on PE days
- Health and Safety policy must be observed.
- Full PE kit must be worn.
- Pupils forgetting kit will be loaned items when available
- All PE kit needs to be labelled.

### **PE Kit**

Yellow T shirt (school uniform or plain)

Plain black shorts, cycling shorts or leggings

Plimsolls or trainers

Either a black or grey track suit or black or grey jogging bottoms and black or grey sweat shirt may be worn for outdoor PE and are highly recommended for the winter months.

### **Uniform**

Nursery children must wear a uniform each day in accordance with school policy. This includes hair accessories and styles. We request that parents ensure these are safe and appropriate for school.

In addition to everyday uniform, Nursery children also make use of the outdoor provision each day, regardless of the weather. We ask that parents provide the necessary additional clothing for the weather, including a waterproof coat and wellington boots on rainy days. All items should be named.

### **Late Pupils:**

Pupils who are late for school must report to the office and sign in. The nursery gates will close promptly at 8:40am for the morning session and 12:40pm for the afternoon. All adults are usually busy with settling children and registering them so will not always be immediately available to collect children from the office. We appreciate your patience when waiting with your child in the office.

### **Absences:**

Children should never be absent from school without good reason. Please notify the teacher in advance about visits to the dentist, doctor, speech therapist or other medical appointments. If your child is ill please telephone the school or send a message for every day that your child is absent. Please see our leaflet on attendance.

If your child has an appointment during school hours please notify the teacher or school office in advance. Children must be collected from school by an adult who is

known to your child and preferably an adult known to the school. Children who leave during the day must sign out at the office.

There should be a good reason for a child's absence. We have to report absence which is not for an acceptable reason. Going shopping and visiting relatives are unauthorised absences - even if covered by a note. Please date all absence notes and state the pupil and class concerned. Regular attendance at Nursery is essential for children to make good progress and to achieve high standards.

**Holidays during Term Time:**

The Governors expect that children attend school throughout the year and actively discourage time out of school for holidays.

**School closures:**

A list of holiday dates is included in the back of this booklet and published on the website. Parents will be notified about any closures with plenty of notice unless it is an unforeseen emergency for example a heating breakdown or heavy snowfall.

**Accidents:**

Minor accidents are dealt with at school but parents will be contacted if we have any serious concerns relating to a child or if the child has received a bump to the head. There is always a trained First Aider on the premises during school hours.

**Medicines:**

Medicines and tablets, even non-prescription items, should not be brought to school. We cannot administer medication. Arrangements for long term conditions that require daily medication for example diabetes needs to be agreed with Mrs Coffey.

The exception to this is asthma inhalers. Inhalers for children in Nursery are kept in the medical cabinet in the classroom. All children with a diagnosis of asthma should have an inhaler available in school. Consent forms for the use of inhalers need to be signed by parents and are available from the school office.

**Lost Property:**

Toys should not be brought to school as the school cannot accept responsibility if they are lost. All items of clothing should be clearly named. Any named items will be returned if at all possible and we would appreciate that any items of school property found at home are returned promptly.

**Cars and Disabled Facilities:**

Please do not bring a car on to the school site during the school day unless authorised to do so by the Executive Headteacher. Disabled parking is permitted in the designated space in the car park. Disabled facilities - toilets and access - are available in the office area.

**Sweets and Drinks:**

Sweets, fizzy drinks, bubble gum and chewing gum should not be brought to school.

**Pupil Welfare:**

The welfare of all pupils is the prime concern of the Governors and the Senior Management Team. Most day to day problems will be dealt with by the Class Teacher and Nursery Nurses.

**Contact between Home and School:**

As parents you are welcome to come to school or telephone to discuss your child's education. Teachers are most likely to be available early in the morning and after school. It is however, advisable to make an appointment so as to avoid disappointment and inconvenience. This can be done through the school office. Letters are regularly sent home to keep parents up to date with events. A copy of all communications to parents will be available in the school office.

**Collecting Children:**

Please remember to inform your child's nursery teacher if someone different will be collecting your child.

**We will not let your child go home with someone we do not know.**

If someone different will be regularly or occasionally collecting your child, where possible please bring them to meet us or send in a photograph of them.

Children are not permitted on the playground climbing equipment unless supervised by a member of staff. This includes before and after a Nursery session. We request that parents do not allow children on the equipment when dropping off and collecting children.

**Parent-Teacher Interviews:**

We usually hold at least one parent interview a year. In depth discussions can also be arranged at other times, should the need arise. There will be opportunities during the year when children are invited to show their parents around the school to see the classrooms, the progression of work through the school and any special displays.

The partnership between home and school is extremely important to the education of your child. You can support your child in a variety of ways both at home and at school. During school hours, parents can help with many classroom activities such as playing board games, helping with painting or cooking.

We hope you will take every opportunity to join and share in the community of Lynch Hill School for the benefit of your child.