

## **Coram House Nursery**

### **Ackworth School**

## **Our Handbook for Nursery Parents**

**2014-2015**



*Investing in the Future*

## An Overview of The Early Years Foundation Stage

*All things grow with love*

The Early Years Foundation Stage in Coram House, Ackworth School includes all our children aged between two and five years old. The Nursery caters for children from the age of two to four. In the academic year in which children reach the age of five, they join the Reception Class sited within the junior school on the main school campus.

The Head of Coram House is responsible for the Nursery. She works closely with the Head of Ackworth School and together with the Senior Leadership and Management Teams ensures we do all we can to help our children have the best possible start in life.

The Nursery is situated in beautiful wooded grounds separate from the main school and yet it is still very much part of the whole Ackworth School family. In Nursery you have the flexibility to choose between full days or morning and/or afternoon sessions. This allows you to tailor this key stage of learning to the needs of your child. There is also the facility for an extended nursery day with sessional wrap around care from 7.30am - 6.00pm available all year.

Our Nursery is led by a professional, friendly and able team of Early Years specialists with the Nursery Manager, Deputy Nursery Manager and Nursery Assistants. Close liaison exists between the Nursery staff, the Early Years Foundation Leader and the Senior Teacher:

Pre Prep. This ensures seamless continuous provision across the Early Years with sharing of good practice along with effective tracking and assessment of the children through their Learning Journeys so that their next steps of learning meet their individual needs and interests.

We are delighted that in our most recent Early Years Foundation Stage Inspection (Nursery and Reception Class November 2012) we were awarded 'Outstanding' in all areas. Our open door approach promoting excellent relationships with parents is a pastoral strength of the school and our Learning Journeys involve the child at the heart of a partnership which monitors and identifies care and support as they develop and mature.



### **Our Aims and Objectives:**

Ackworth School's purpose is to create a happy and secure environment in which all pupils realise and develop their own special abilities in constant awareness of the needs and claims of others. Our school motto 'non sibi sed omnibus' meaning 'not for oneself but each for the good of all' lies at the heart of our whole school incorporating the Quaker testimonies of 'STEPS': simplicity, truth, equality, peace and sustainability.

We recognise that every child is unique and therefore we fully embrace and support 'Every Child Matters'. It is an integral part of the whole educational experience of the children and our Quaker ethos.

We follow the Early Years Foundation Stage Principles and Early Learning Goals in providing an inclusive education tailored to individual needs, both through ability and interest. We encourage children to have choice both in and out of the curriculum with differentiated activities matched to their identified next steps of learning using indoor and outdoor opportunities. We are committed to facilitating active learning opportunities within the stunning Nursery grounds and making the most of the facilities available on the main school site and using specialist teaching staff for activities such as focused Forest School sessions, swimming sessions and music workshops.

We believe every child deserves the best possible start in life to support and fulfil their potential. We aim to provide a warm, loving and stimulating environment which will promote all areas of your child's development. A child's experiences in the Early Years have a major impact on their future life chances.



Your child will experience a broad and balanced curriculum which will be differentiated to suit his or her abilities, interests and personality. When planning lessons and activities, our emphasis is on fun, enjoyment and challenge. We aim to encourage your child to adopt a positive attitude towards learning which will provide a solid foundation for their future education. Learning is about getting the right balance between child and adult initiated tasks, as well as focusing on individual needs.

### **The Aims of the Early Years Foundation Stage In Coram House**

- 1) To provide quality learning experiences for all children, which are structured, balanced and relevant to the child and related to the real world.
- 2) To provide a curriculum which takes account of, and responds to, the child's individual developmental need and allows them to make progress related to their different abilities.
- 3) To ensure that children have positive experiences of success in order to give them confidence and motivation for learning in the future. To work in a happy and caring environment and to be aware of each other's social needs.
- 4) To provide a practical comprehensive Early Years Foundation Stage Curriculum, which is continued into the Reception Year, ensuring consistent and coherent progress from Nursery to Reception.
- 5) To create a partnership with parents to support and enhance the development of the children, reflecting co-operation and respecting equal opportunities.
- 6) To demonstrate the Quaker ethos and values, and to respect other faiths and traditions.



## The Early Years Foundation Stage Curriculum (EYFS)

The way in which children engage with other people and their environment is through playing and exploring, active learning and creating and thinking critically. These underpin their learning and development across seven areas and support the child to remain an effective and motivated learner.

1. **Prime Area: Communication and language** 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.
2. **Prime Area: Physical development** 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.
3. **Prime Area: Personal, social and emotional development** 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.
4. **Specific Area: Literacy** 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.
5. **Specific Area: Mathematics** 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.
6. **Specific Area: Understanding the world** 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.
7. **Specific Area: Expressive arts and design** 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.

Your child's learning will be assessed according to the age/stage development statements in 'Development Matters in the EYFS.' Ultimately by the end of the Reception Year, children will be assessed against each Early Learning Goal achieving either the judgement of **emerging, expected** or **exceeding** in each area. This tracking of development is evidenced in their individual Learning Journey book. As a parent we ask for your involvement in and contribution to this Learning Journey. Working together is crucial in these first early years. We believe the education of your child is a joint venture between parents and staff and when we work together the results have a positive impact on the child's development and knowledge. In school we aim to offer a broad spectrum of learning experiences to stimulate and encourage your child's development and to further enhance their experiences at home.



In the EYFS one of the most important learning experiences is through play. Encouraging child initiated play allows children to extend their imaginations and to explore a variety of situations encountered in the world around them, as well as encourage the acquisition of essential social and emotional skills needed for everyday life. Play is also adult initiated in order to direct children to specific tasks within the seven areas of learning.

At all stages, activities are planned to be appropriate for your child's individual needs and their unique stage of development. A full record of achievement is kept in the form of the 'Learning Journey' previously mentioned.

## Key Learning Opportunities within the Areas of Continuous Provision in the Early Years

Within the learning environment we have areas of continuous provision which provide children with the correct 'tools' in which to take their learning forward.



### Mark Making

To understand that writing carries meaning and can be a way of communicating with others.

To become familiar with letter and number names, planning and storybook language.

### ICT

To develop confidence with the use of ICT.

To share and use equipment, work co-operatively and with respect.

### Role Play

To engage in imaginative role play based on own experiences.

Express and communicate ideas and feelings through imaginative play.

### Outdoor Play

To explore, investigate, enjoy and appreciate the outdoor area.

To recognise the importance of exercise and to show an awareness and enjoyment of space

To negotiate confined and narrow spaces and boundaries.

### Sand and Water

To ask questions and talk about what they see, feel, smell and hear.

To show curiosity, observe and manipulate objects.

### Construction

To take risks and develop problem solving skills.

To investigate and explore the properties of different construction materials.

### Malleable

To share and use equipment, work cooperatively and with respect.

To manipulate and control i.e. pulling, rolling, stretching and learning the techniques of twisting and flattening.

### Numeracy

To develop and extend mathematical vocabulary.

To develop ideas about shape, orientation and space.

### Forest School and Outdoor Learning

We strongly believe in the benefits of taking children outdoors and are fortunate to have extensive and beautiful grounds to explore. We aim to take our children outdoors no matter what the weather. We also participate in Forest School sessions led by the Senior Teacher Pre- Prep who is a qualified Forest School Practitioner (more detailed information on Forest School can be obtained from school).



## **The Early Years Foundation Stage Profile**

The EYFS profile sums up and describes each child's development and learning achievements at the end of the Reception Year.

The overarching aim of the EYFS is to help young children to achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being. The Early Learning Goals (ELG's) establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning so laying secure foundations for future learning. In addition, we observe their learning through:

### **1) Playing and exploring - observing how children engage with their learning**

- Finding out and exploring
- Using what they know in their play
- Being willing to have a go

### **2) Active learning - observing how children are motivated to learn**

- Being involved and concentrating
- Keeping trying
- Enjoying and achieving what they set out to do

### **3) Creating and thinking critically - observing how children are thinking**

- Having their own ideas
- Using what they already know to learn new things
- Choosing ways to do things and finding new ways

These three '**Characteristics of Effective Learning**' are reported to parents in your child's end of year written report. This information is shared during transition from Reception to Year 1.

This whole profile provides Year 1 teachers with reliable and accurate information about each child's level of development at the end of the EYFS. This enables them to plan an effective, responsive and appropriate curriculum that will meet children's individual needs.

## **Transition**

We believe our older and younger children benefit greatly from shared experiences such as; Music workshops, Forest School sessions and swimming sessions. In addition to these, during the Summer Term, your Pre-School child will have the opportunity to attend our successful 'Kindergarten Days' to prepare them for transition into the Reception Class. This helps to promote positive relationships between adults and children alike in a new environment.

Parents are invited to attend an informative presentation evening during the Summer Term prior to their child starting in Reception.

## **Reporting**

Early in the Autumn Term we hold a Curriculum Evening to which you are invited to attend. The daily routines, assessment process and curriculum are explained thoroughly by the nursery staff and you have the opportunity to ask any questions you may have.

A parent/teacher meeting is held later in the Autumn Term where you will be given an update on how your child has settled and their latest stages of development. Your child's 'Learning Journey' will be available to view at this meeting but is also sent home at various times during the year.

There is a written school report at the end of the Summer Term and an invitation to meet with your child's 'Key Worker' or any member of the nursery team if you wish to discuss your child's EYFS Profile in detail. Parents are also invited to discuss this Profile at any time throughout the year by making an individual appointment. Parents are given free access to developmental records about their child. However, a written request must be made for personal files on the children and we take into account data protection rules when discussing records that refer to third parties.

We also invite parents in to discuss their child's progress and development using the statutory 'Early Years Foundation Stage Progress Check at Age Two'. This provides parents and carers with a short written summary of their child's development in the three prime learning and development areas of the EYFS when the child is aged between 24 and 36 months:

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

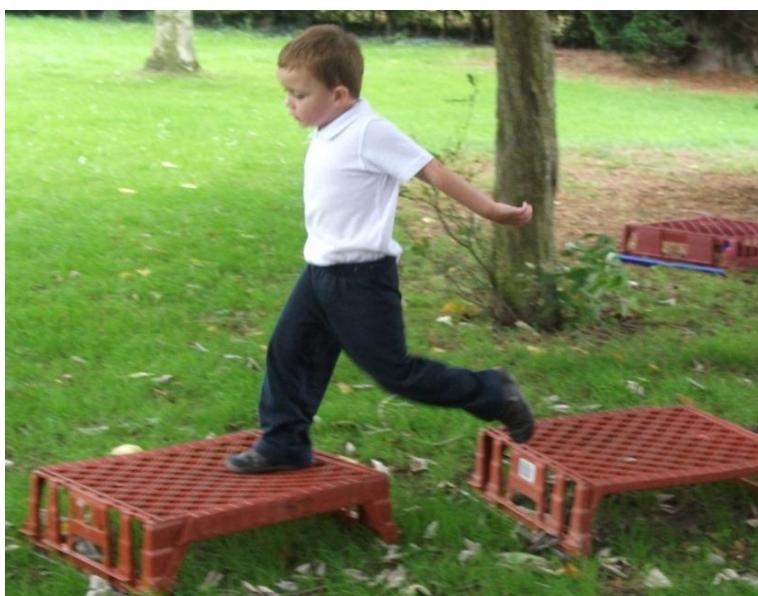
This meeting is usually led by the child's Key Worker with the involvement sometimes of the Early Years Foundation Stage Leader, the Senior Teacher Pre-Prep or the Head of Coram House.

## **Communication**

We run an 'Open-door' policy and staff are always happy to talk to parents on a day-to-day basis to discuss any queries or problems that may arise. In the Early Years we value this communication which is vital.

In addition, the 'Coram Connects', a weekly news bulletin is sent out via email each Friday. This is supplemented by the 'Coram Chronicle', a regular photographic publication celebrating activities across the Junior School.

The Head of Ackworth School also reports on activities throughout the school and the regular 'Ackworth Today' publication captures highlights from across the whole school.



## **Provision for children with Special Educational Needs**

All children are cared for and educated alongside their peers in order to develop to their full potential. Children learn from interaction from other children and their environment. By giving children all these experiences we are committed to the integration of all children.

Children with Special Educational Needs are recognised and provision is made to ensure access to the curriculum is appropriate to their individual level of ability and needs including gifted and talented children.

Our children come from a varied cultural background with some children who are bilingual or with English as a second language.

We offer support for children with learning difficulties and or disabilities and for children who speak English as an additional language.

# Coram House Nursery

## Activity Rooms

### **Butterfly Room**

In the Butterfly room, the children are given the opportunity to enjoy both water and/or sand play on a daily basis. Collage, painting, printing and model making activities are always available. The children are encouraged to explore malleable materials with play dough activities a popular choice along with problem solving design and technology.

### **Bumble Bee Room**

The Bumble Bee Room offers the children an extensive range of creative activities including, small world play, construction, domestic and creative imaginary role play and computer based opportunities. Continuous provision offers opportunities for the children to develop their literacy and mathematical skills through creative stimuli for furthering their understanding of the world.

### **The Ladybird Room**

The children can use this large room for small group activities such as large and small world play. It can also music and movement, singing, mini gymnastics. The room is also ideal for small group and one to one activities where specific puzzles and games help to develop the children's understanding of number and promote phonological awareness and early writing skills.

### **The Dining Room**

The children eat their snacks and meals in this room. It can also be used for baking and various food preparation activities.

### **The Garden (Outdoor Play)**

The large garden area offers children the opportunity to dig in the gravel pit, develop their balance and agility on the large climbing tyre, slides, see-saws, stepping stones and climbing frame. The many trees and growing area encourage the children to plant flowers and vegetables and investigate insects and natural materials. Along with various bikes, scooters, cars and small equipment, the outdoor playground area has several permanent 'painted-on' games which help to incorporate numbers, letters and road safety into role-play activities.



## The Practicalities

To ensure your child is safe, happy and comfortable at Nursery we ask that you provide the following items:

### **Clothing**

Wellington boots or similar (children attending all day, every day can leave their wellies, but everyone else needs to take them home at the end of each session).

We offer a simple uniform for the children available from our onsite uniform shop. Please see the Nursery Uniform List (attached).

### **Children wearing pull-ups**

We ask parents to provide their child's pull-ups, nappy bags and wipes. These should be clearly labelled and stored in the child's own labelled plastic bag at Nursery. All pull-up changes are recorded. If your child needs nappy cream, please give the labelled pot to a member of staff on your arrival.

### **Light Breakfast, Lunch, Light Tea and Snacks.**

Depending on your child's sessions these are all provided for by the school. A typical example:

Breakfast	Cereal, milk, juice
Morning Snack	Fruit, Toast, children's own baking on occasion
Lunch (12-12.30pm)	Hot meal (age appropriate but based where possible on the main school menu to promote a healthy balanced meal. Self served where possible)
Afternoon Snack	Fruit, Toast, children's own baking on occasion
Light Sandwich Tea	Sandwiches, fruit, cheese and crackers, milk
Available all times	Fresh water

We promote healthy eating and reinforce the nutritious value of foods such as fruit and vegetables. The children are offered various snacks such as biscuits, toast, cereals, cheese and crackers. They are always offered fresh fruit as part of every snack. The children can choose either reduced sugar free cordial, milk or water to drink with each snack.

Our snack menu is displayed on the notice board which is situated in the Nursery doorway.

To avoid the risk of choking we do not allow children to eat between lunch or snack times. However, drinking water is available at all times and we encourage children to ask a member of staff if they are thirsty.



### **Toys from Home**

We understand that your child may like to bring a toy from home for comfort or reassurance. If this is the case, we politely request that your child brings only one small toy. Very small toys with removable parts should not be brought to Nursery, or toy weapons, as they tend to encourage aggressive role-play.

### **Medication**

Prescription medicines will not be administered unless they have been prescribed for your child by a doctor, dentist, nurse or pharmacist. Non-prescription medication (for example, pain and fever relief or teething gel) may be administered with the prior written consent of the parent and only when there is a reason to do so. A 'Medication Permission Slip' for the Nursery is available for parents to authorise.

Children should not attend Nursery if they have any of the childhood infections or illnesses. If a child is unwell at Nursery, the parent/carer will be telephoned immediately and asked to collect the child. If a child has diarrhoea, sickness or conjunctivitis he/she must be absent and clear of that problem for at least 48 hours before returning to Nursery. If your child is absent, please let us know the reason by telephone if possible before the start of their Nursery session call, a written note, or personally when your child returns to Nursery.

### **Accidents**

All our nursery staff are qualified paediatric first aiders. If further medical advice is needed, Sister Evans (School Nurse) may be contacted. When a child has an accident at Nursery, staff complete the accident book and this is discussed with the parent/carer on collection of their child and they are asked to sign it.

In the event of a serious accident/injury parents will be contacted immediately following a 999 call.

## **Sleep time**

A quiet area is available for children who need a short sleep with fold out rest mats, mat sheet cover and blanket. If your child needs a regular sleep they will have a personal sheet and blanket which will be laundered weekly. All other sheets and blankets used will be laundered immediately after use.

## **Equal Opportunities**

Ackworth School is committed to seeking equality for all, irrespective of: race, gender, religion and belief, pregnancy or maternity, cultural background, linguistic background, sexual orientation, gender reassignment, SEN and disability.

We aim to promote equality of opportunity for all, and to reflect our diverse community we celebrate festivals from different cultures and avoid stereotyping roles. We celebrate cultural diversity and value children's cultural heritage.

## **Photographs**

We use photographs in many different ways; these include profiles, Learning Journeys, displays in the Nursery and outside publicity. It is assumed that consent is given for photographs to be taken unless you express in writing that you do not give consent.

## **Outings**

We provide a wide range of learning experiences, and these may take place out of the Nursery setting. Parents are asked to sign a consent form for outings and trips and you are actively encouraged to join us.

## **Policies**

Written policies and procedures for all aspects of the Nursery are available for parents to see if they wish to do so. Our main policies are also available on the website.

## **Collecting your child**

We operate an Open Door Policy. For this reason, you must come into Nursery to collect your child. The staff cannot bring your child out to the car park.

If you are unavoidably detained you must inform the Nursery as soon as possible.

If you find it necessary to send another adult to collect your child, please inform us as soon as possible so we can explain the change to your child to avoid any possible distress.

If a person unknown to the Nursery staff will be collecting your child, you must give a full description including full name, car registration if applicable, on your child's arrival at Nursery.

The Nursery staff will not allow any unknown person to collect a child without verbal consent from the parent. Written consent will not be regarded without prior verbal notification.

Please could we ask parents /carers to make every effort to be punctual for the main drop off and collection Nursery sessions booked.

### **Shared reading books:**

Your child will bring home a shared reading book in a folder each week. We encourage each child to care for their belongings. We want to foster a love of books and stories. Please tell us if the book is lost, defaced or damaged so we can replace these items.

Ways to help to make reading fun and enjoyable:

- Find a quiet, comfortable place with no distractions
- Read to your child as often as possible
- Ask questions about the pictures and what might happen in the story
- Give lots of praise and encouragement

### **Worries or Complaints:**

Should problems arise then your child's Key Person or any member of the Nursery staff is usually the first point of contact.

However, we offer an 'open-door' policy and you may feel you would prefer to discuss matters with the Head of Coram House. We endeavour to resolve any worries or complaints as soon as possible informally in the first instance working in partnership together.

Where a complaint has not been resolved to your satisfaction informally then a formal written complaint can be made. Procedures for complaints can be found in our 'Complaints Policy for Parents and Boarders' which is available on request or accessed via the school website.

As our Nursery is a 'Registered Nursery' setting, parents can make a complaint to OFSTED or ISI if they wish, details of which can be found at the back of this booklet.



## Early Years Staff

Head of Ackworth School	Anton Maree	B.A. Rhodes (HDE)
Head of Coram House	Mary Wilson	B.A. Hons Liverpool PGCE
Nursery Manager	Lucy Cruddas	B.A. Hons Nottingham QTS
Nursery Deputy Manager	Mrs Sharon Marsh	BTec National Diploma
Nursery Assistant	Mrs Della Rudenko	NVQ 3 Early Years
Nursery Assistant	Mrs Deborah Barraclough	NVQ 2 CCLD
Wrap Around and Nursery Assistant	Mayan Buckton	BA (Hons) Childhood and Youth Studies and Education Studies. Manchester PGCE: Early Years Teacher status Bradford College
Wrap Around and Nursery Assistant	Lydia Horobin	B.A Hons Education Studies and Early Years Leeds
Wrap Around and Nursery Assistant	Neetu Missra	B.A Hons Education Studies and Early Years Leeds
Early Years Foundation Stage Leader	Mrs Sally Slater	B.A. Hons Open PGCE Warwick
Reception Teacher	Sally Slater	B.A. Hons Open PGCE Warwick
Reception Deputy Teacher	Sue Armitage	HLTA level 4 NVQ3 CCLD
Senior Teacher Pre- Prep	Mrs Katie Staton	B.A. Hons Sheffield QTS Level 3 Forest School Leader

Telephone Numbers:

Coram House – 01977 612277

Nursery - 01977 616061

Website: [www.ackworthschool.com](http://www.ackworthschool.com)

## OFSTED and ISI Independent Schools Inspectorate

Our Nursery provision is registered with OFSTED and adheres to all the statutory requirements of the EYFS. Our certificate of registration is displayed in the Nursery. Registration number: EY33115

### Complaints

We provide OFSTED and ISI on request with a written record of all formal complaints made during any specified period and the action taken as a result of each complaint. Records of complaints are kept for 3 years. Parents can make a complaint to OFSTED and/or ISI if they so wish.

### **OFSTED address:**

The National Business Unit

Ofsted

Piccadilly Gate

Stone Street

Manchester

M1 2WD

Telephone: 0300 123 1231 01616188524

**ISI address:**

Schools' Inspectorate

CAP House

9-12 Long Lane

London

EC1A 9HA

Telephone: 020 76000100

[concerns@isi.net](mailto:concerns@isi.net)

**Policies available on our website**

Admissions

Aims & Ethos

Anti-bullying

Child Protection

Complaints Policy for Parents and Boarders

Computer Acceptable Use

Coram House EYFS Behaviour Management Policy

Data Protection

Discipline/Exclusions

First Aid

Health & Safety

Missing Pupil and Late Collection

Off Site Visits

Scholarships and Bursaries

School Fire Safety

Special Educational needs and Disability

An EYFS Policy folder is available for all parents in the Nursery.

**Term Dates**

All term dates are displayed on the 'Information for Parents' notice board in the Nursery Entrance Foyer, on the back cover of the termly Ackworth School Calendar and on the website [www.ackworthschool.com](http://www.ackworthschool.com)