



Your Child at Abercromby Nursery School



Information for Families
2019 - 2020

Welcome

A very warm welcome to our Nursery School. We will put your child at the centre of all we do, providing a truly magical child centred education.

Please take a few minutes to read through this booklet as it will give you the information that you need as your child begins their time with us.

Please take a look at our website www.abercrombynurseryschool.co.uk as everything you need is on there - including lots of photos and videos.

However, please do not hesitate to speak to us if there is anything that you want to ask or need more information about.

Session Times

Nursery hours are **8.45am to 3.00pm Monday to Friday** term time only.

We offer 15 hours funded (free) education per week in the following sessions:

Monday and Tuesday 8.45am – 3.00pm and Wednesday 8.45am – 11.30am

or

Wednesday 11.45am – 3.00pm – Thursday and Friday 8.45am – 3.00pm

Fulltime places may be available, (at a charge of £75 per week) subject to availability. Please speak to a member of the Office staff if you are interested in finding out more.

Parents of 3 - 5 year olds may be entitled to an extra 15 hours (30 hours in total) if you, and any partner, earn (on average) at least £131 per week. Visit www.childcarechoices.gov.uk for further information and to apply.

Regular attendance and good punctuality are extremely important, so that your child gets the most from their time here. Please refer to our Attendance and Punctuality Policy.

Settling in Procedure

At Abercromby we have a child centred settling in procedure. This may be different for each child as the length of time it takes to settle is unique to each child. Please work with us as it is important that your child feels safe in the Nursery before you leave them.

Be prepared for your child to do short sessions and for you to stay with your child for the first week or longer, if necessary.

You will initially need to stay with your child for an hour and then your child will build up to staying for packed lunch and then full sessions as and when they feel secure enough to stay.

This will be a great opportunity for you to experience Nursery life first hand and build a relationship with your child's Key Person, the nursery staff and to talk to staff about any queries you may have.

Please see our Settling In Policy for more details.

Our Wonderful Staff

Head teacher

Tamara Bennett
Safeguarding Lead
First Aider
Acting SENDCO



Office Administrator: Susan Kelly
Safeguarding Support & First Aider

Office Support: Kathy Peers (First Aider) and
Julie Doyle



Nursery Staff

WILLOW ROOM (2-3 YEAR OLDS)

Teachers:

Fran Turner
Teacher
First Aider



OAK ROOM (3-5 YEAR OLDS)

Vicki Quigley
(Mon - Wed)

Teacher
Safeguarding Support



Laura Hutchison
Teacher
Special Educational
Needs & Disabilities
Co-ordinator (SENDCO)
Safeguarding Support
First Aider



Nursery
Officers:

Patricia Jockins
First Aider

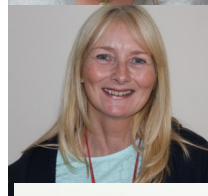
Alison McConnell
First Aider

Alanagh Kagbo
First Aider

Vicky Bromsgrove
Lunch time and
classroom assistant
First Aider

Site
Manager

Jeremy Paul

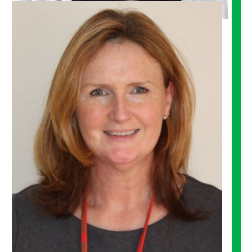


Mandy Corrigan
First Aider

Salma Mohamed
First Aider
(Arabic interpreter)

Bev Taylor
Lunch time and
classroom assistant
First Aider

Anna York
Lunch time and
classroom assistant
First Aider



Key Person Groups

Each child will be given a Key Person as they begin their time at Abercromby who will get to know your child really well, their abilities and learning needs, and build warm trusting relationships with them and their family, helping them to settle in and make secure attachments.

The Key Person will record your child's learning and progress through an online learning journal (Tapestry) that you can see at home. They will ensure that learning and care is tailored to meet their individual needs. The Key Person will work with you to support your child's development at home as well. They will also help families engage with more specialist support if appropriate.

They will arrange termly appointments to have a chat about how your child is doing and are available at the start and end of the day to share a concern or share some good news.



Developing Parent Partnerships

We work in partnership with you so that your child will get the most from their time with us. You'll receive a monthly newsletter with the latest news and diary dates about what we are learning and ideas for activities for you to do at home.

Your child's keyperson will use Tapestry to record your child's learning and achievements and you can login at home to view and add your own comments, photos or videos.

It is important that we know about any changes at home that might affect your child e.g. a new baby, pet death, family illness etc so that we can provide support if needed.

Children have their own book bags and can borrow books from Nursery for you to read with them at home. It's a great way to help your child to develop speaking and listening skills.

We welcome parent helpers (once your child has settled) who can support the Nursery in a variety of ways - at snack time, playing a game, helping with an art activity etc - always with lots of help and support from the staff. We also go on various outings throughout the year to enhance the children's learning and sometimes need adults to hold the children's hands.

Once a term we hold a "Stay, Play and Learn" session, where you are invited to attend Nursery with your child and play alongside, seeing all that your child is learning and doing. These are great fun and people always say how much they enjoy them and get ideas for how to help their children at home.



What your child will be learning

Children aged 0-5 follow the Early Years Foundation Stage or EYFS stage of learning. Four guiding principles shape our practice. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- 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/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The areas of learning and development

There are seven areas of learning and development that shape the education we provide. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the Prime Areas, are:

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

We also support children's learning in four Specific Areas, through which the three Prime Areas are strengthened and applied. The Specific Areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Abercromby we plan for learning across all 7 areas as follows:

- **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.
- **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.



What your child will be learning

- **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.
- **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.
- **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.
- **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.
- **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.

Characteristics of Effective Learning

When planning and guiding children's activities, we reflect on the different ways that children learn. This is about helping children to see themselves as competent learners and to develop their skills and abilities. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, 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



Curriculum Enhancement

Children at Abercromby have the chance to take part in various enrichment activities:

Forest School

In Forest School children learn about the natural environment, how to handle risks and use their own initiative to solve problems and cooperate with others.

During the sessions, children will build and light a fire and often cook a snack on, or food to share with the rest of the school. They might build shelters and use green woodworking skills to create and build objects from the natural environment.

It offers all our children opportunities to develop confidence and self-esteem and to experience achievement in our outdoor space.

All Forest School sessions take place in our lovely spacious garden and are fully risk assessed.

Beatlife (music and drumming sessions)

This takes place on alternate Monday and Friday mornings, led by Mandy and Peter.

The children listen to live music on the piano and accordion, learn new songs, take part in dances and learn different rhythms on our set of fabulous drums.

Physical Education with Martin

This takes place on Wednesdays and is led by Martin, a PE instructor.

The children take part in small groups and Martin plans games and activities to develop their coordination, balance and core strength. They learn how to jump hurdles and balance on wobble boards. They play target games with bean bags and ball games.

ICT (Information and Communications Technology)

We know that children these days are very competent at using smart phones and tablets, so we want to develop their skills in different and innovative ways to prepare them for life in the 21st century.

The children work in small groups on different projects such as:

- Building Lego remote control cars and learning how to drive them
- Programming “sphero” robots using iPads
- Learning how to use “photospeak” to animate different toys and make them talk in the children’s voices.



Dropping Off / Picking Up / Lateness

As we start activities with the children soon after they arrive, **the children must be on time**. They need the settling in time at the start of their day and the chance to take part in targeted small group activities and teaching time, which is important to their education.

We finish the end of the day with story and rhymes, again important to your child's learning, so please aim to pick up from 2.45pm at the earliest. It is really important to collect your child on time, as they can get very tearful if someone is late. Also the staff have training and meetings after school.

If for some reason you are genuinely unavoidably late, please ring the office and we can reassure your child that you are on your way.

We need the names and contact details for anyone who is authorised to pick your child up. Please let us know in advance if someone other than the usual adult is collecting your child, otherwise for safety reasons we cannot let them go.

An adult (at least 16 years old) must collect them rather than a big brother or sister in school. We also use a password system for extra security.

Please note that the office staff will always phone you if we don't recognise the person asking to collect your child. The safety of the children is of utmost importance to us and we will never allow an adult into nursery that is unknown to you or us.

Absence and Illness

Please phone us before 9.30am if your child is not able to attend for whatever reason.

If they have been unwell, please keep them at home until they are well enough to attend nursery and always 48 hours after they have been sick or had diarrhoea.

Germs spread quickly through a group of children. In addition your child will not be able to enjoy school if they are not themselves.

If your child has asthma, we can keep spare inhalers for them in nursery; you will need to sign a consent form for this. Please speak to us if your child has any needs, which you think we should be aware of. It is very important that we know if your child has any allergies or dietary requirements so that we can plan appropriate snacks and meals for them.

2 Year Old Provision

Children still in nappies, will need to bring in a supply of nappies, wipes and a change of clothes in a named bag.



Clothing

If a child wears their own clothes in nursery, please do not send them in anything special, as it will get covered in paint, sand, playdough etc. even though we use aprons.

It is also important that your child has clothes that they can manage by themselves in the toilet and that they can pull up and down themselves - i.e. **no** dungarees, belts, tight fitting jeans or trousers or fiddly tights for younger girls.

School uniform is not compulsory but it is available and can be ordered from the office.

Our school uniform is as follows:

Gold polo shirt (school logo)

Blue sweatshirt or cardigan (school logo)

Jogging bottoms

Waterproof reversible coat (school logo)

Cap/woolly hat (school logo)

Sensible 'safe' shoes with Velcro fastening that support children as they run and climb outside - no laces or sandals please.

All clothes must have the child's name written clearly in them with a name tape or with a laundry marker (there may be 100 identical sweatshirts in Nursery by the end of the year!).

We play outside in most types of weather so please make sure that your child is prepared - coat, hat, and mittens (easier than gloves!) in Winter, sun block and sun hats in the Summer.

Make sure they wear waterproof coats and wellies on a rainy day.

Please bring in some spare clothes in a bag (drawstring style bag) in case of accidents.

If your child has to borrow nursery spares then please wash and return them quickly.



Snacks

The children will be offered a snack during the morning session. As part of learning to be independent they choose when to come and have their snack, help themselves to what they want and clear it away afterwards.

There is a choice of milk or water to drink and food served includes healthy snacks such as cereal, toast, fruit, cheese, breadsticks etc. Sometimes we may try more exciting things such as Chinese food to celebrate Chinese New Year or we may bake or make soup.

We ask for a weekly voluntary contribution of £1 for part time children and £2 for full time children, payable at the office.

Packed Lunch

Please bring a packed lunch in a named lunch box for your child .

We would like to offer the following guidelines for a healthier packed lunch:

- ◆ We don't have anywhere to keep lunches cool, so please do not put in food that may go off.
- ◆ We cannot heat up food brought from home
- ◆ We provide water for all our children so no drinks are required. We encourage the children to drink lots of water to help them concentrate and feel well
- ◆ Include some foods high in carbohydrates such as bread, pasta, wraps or rice
- ◆ Add some protein such as chicken, turkey, ham, eggs, tofu, cheese, beans etc
- ◆ Add some vegetables such as carrot sticks, tomatoes, cucumber; fresh fruit such as apple, banana or pear; or dried fruit such as raisins or apricots
- ◆ If you provide grapes, please cut them in half lengthways, as whole grapes are a choking risk for small children
- ◆ You can include a dairy product or dairy alternative, such as fromage frais or yoghurt
- ◆ Limit snacks such as crisps, chocolate and biscuits. Snack foods tend to be high in fat, sugar and salt, causing weight gain, possibly leading to heart disease. High sugar foods are high in calories and are bad for teeth.



Behaviour Policy

We believe in helping the children form good relationships with other children and adults, in developing an understanding of what is right and wrong, and why.

For most children, this is the first time they have had to learn to be part of a large group.

It is very common for there to be disagreements and for children to be physical with each other until they learn how to get on with others. We encourage the children to take turns, share fairly, look after equipment and resolve conflict through talking (and not hitting).

The children help to think of some simple rules, which help everyone to feel happy and safe. They might include;

- We walk inside – we can run outside
- We use quiet voices inside – we can shout outside
- We look after our Nursery – and help tidy things away
- We listen when the teacher is talking – and put our hand up to say something
- We are kind in what we say and do
- We take turns and share

We reward good behaviour in many ways – with a smile or praise, a sticker, Star of the Week award and Head Teacher award.

If we feel a child is not responding to us we may give the children a couple of minutes on a “time out”, after which they will be able to say sorry and join in again. We keep parents informed of any concerns and try and work with you towards a solution.



Prams / Pushchairs / Scooters / Bikes

Prams, pushchairs, scooters or bikes can be stored in the shed next to the building during the day. The shed will be locked, but any items are left entirely at your own risk.

Please do not bring prams, pushchairs etc into school as there is not enough room and it becomes a hazard.

2019 / 2020 Academic Year Dates

We are a maintained Nursery School and our holidays are the same as the local authority's primary schools.

Autumn Term 2019

Term starts: Children return week commencing Monday 9th September.

Half Term: Monday 28th October to 1st November

INSET Day: 4th November (school closed for staff training)

Term ends: Friday 20th December

Spring Term 2020

Term starts: Monday 6th January

INSET Day: 6th January (school closed for staff training)

Half Term: Monday 17th to Friday 21st February

Term ends: Friday 3rd April

Easter Holiday: Monday 6th April to Friday 17th April

Summer Term 2020

Term starts: Monday 20th April

May Day Bank Holiday: Monday 4th May (school closed)

Half Term: Monday 25th May - Friday 29th May

INSET Days: 8th June and 20th July (school closed for staff training)

Last day in school: Friday 17th July

Additional Information

We hope that this booklet will answer questions that you may have but please feel free to talk to any of us if you need more information or have any concerns or compliments.

For those parents requiring more information about our school, copies of our policy documents are available on our website or upon request from the office.

As a registered provider our school is regularly inspected by Ofsted, and these reports and more information are available on their website www.ofsted.gov.uk.



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