



Nursery Prospectus 24/25

**DANE ROYD SCHOOL
NURSERY**

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

**Telephone:
01924 242917**

**Head Teacher: Miss Kelly
Deputy Head: Mrs Kendall
Assistant Head: Mr Davison**

Chairperson of Governors: Mr Burton

Nursery Teachers: Miss Mortimer

Extended Schools Manager: Mrs Beddard

EYFS 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.

EYFS Curricular Goals

Albert Einstein famously said "play is the highest form of research" but within the education sector play is often seen as a break from serious learning. Here at Dane Royd we believe play is serious learning for our youngest children.

Through purposeful play experiences, in a high quality and language rich learning environment and with the support of our dedicated and experienced team of early years professionals, our children leave us 'school ready'. But what does 'school ready' mean exactly? At Dane Royd these are our top 10 curricular goals:

1. Through play I will learn to safely manage risks. I will develop both the physical and emotional skills to persevere when facing a challenge.
2. Through play I will have hands-on experiences beyond my reach in real life. My imagination will develop and I will be ready to create, develop and share my ideas.
3. Through play I will have open ended opportunities to construct, deconstruct and reconstruct. I will understand how to use materials and equipment for a purpose. I will have a sense of pride in my work but at this stage it will be process driven not outcome led.
4. Through play I will naturally acquire the life skills needed to be an active member of society. I will gain the confidence to become a successful, independent learner.
5. Through play I will learn how to be a kind and respectful individual. I will celebrate everyone's uniqueness.
6. Through play I will begin making connections about the natural world. I will have a basic understanding of how I can have a positive impact on the planet.

7. Through play I will develop speaking and listening skills. The breadth of language I acquire will support my ability to socialise. I will also be ready to learn a range of subjects and will know some key vocabulary to support this.
8. Through play I will develop my fine and gross motor skills, gaining control over my body. I will be ready to sit at a table and hold a pencil effectively. I will have the stamina and more importantly the desire to write.
9. Through play I will develop my understanding of number. I will be able to procedurally and conceptually subitise. I will be ready to problem solve.
10. Through play I will develop my creative skills learning to sing, dance and make music with instruments. I will be ready to perform in front of an audience.

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 8.45am - 11.45am

Afternoon 12.15pm - 3.15pm

Wraparound

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 Extended Schools Manager, 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 11:30am 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. You can also request a home visit, or arrange more visits to Nursery if you feel it would benefit your child.

Early Days

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 Learning and Development

Provision for children's learning and development is facilitated through a balanced, planned curriculum underpinned by the Department for Education's [Statutory Framework for the Early Years Foundation Stage](#) and [Development Matters](#) document (Non-Statutory Curriculum Guidance).

The Early Years Foundation Stage is the period of education from birth to 5. It is called a Foundation Stage because the learning involved in the EYFS prepares children for the National Curriculum in Key Stage 1.

During the Early Years Foundation Stage, 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.

We will host a Curriculum event if you wish to know more about the teaching, learning and assessment processes in Nursery.

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 chalks 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. Through regular assessment we can respond to each child's individual needs and develop new plans to ensure personalised progress.

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 Assistant Head, Mr Davison, who is responsible for behaviour and inclusion throughout school. 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 Complaints 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.

<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.
Diarrhea	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