

Wellington Nursery Class

Parents' Handbook

LEARNING FOR LIFE



Wellington
PREP SCHOOL





Wellington

SCHOOL NURSERY

Parents' Handbook

Welcome to our Nursery setting. We hope that this booklet provides you with all the information you require, however please do not hesitate to speak to a member of staff if you need further clarification or assistance.

Our aim is simple but fundamental:

Children thrive in a happy, safe and comfortable environment. They are exposed to a rich learning environment and supported by caring, highly qualified and experienced staff that work in partnership with parents to nurture a child's development. Therefore, instilling a love of learning that promotes:

“Learning for Life”



Meet the Team:

Rachel Lucas – Teacher



I spent all of my 22 years teaching career in the Early Years and now realise I will never lose my enthusiasm and love for working with this age group as I find each day in the Nursery class inspirational, fascinating and rewarding. I love singing, performing and reading. My favourite place to spend time is in my beach chalet, with my family, (including the dog) and a good cup of tea!

Kate Williams – Nursery Practitioner



I have a Childcare Learning and Development NVQ level 3 and have been working with children for ten years.

Alex Opie – Nursery Practitioner



I have worked in Reception and Year 2. I achieved my HND in Early Years in Early Childhood Studies in 2000. I enjoy walking along the coast in my spare time, especially in Cornwall. I like to keep fit and enjoy Pilates

Our Offer:

We operate term time only, which equates to 35 weeks per year. Please note that we are closed for 3-5 days per year for Staff Training. We are also closed on Bank Holidays (except the May Day Bank Holiday). These dates will be provided in advance.

Whole day sessions: 8.00- 6.00pm

Morning sessions: 8.00-1.00pm

Afternoon session: 1.00-6.00pm *1.00-4.00pm - Nursery Provision*
4.00-5.00pm - Activities Club
5.00-6.00pm - Star Club

For information regarding fees please see the Wellington Nursery School Fee Schedule document, which is available from the Prep School Office.

Somerset County Funding Entitlement:

Children receive funding the term after their third birthday. This is 15 hours for all children (Universal Entitlement) or 30 hours (Extended entitlement) for those parents who are eligible.

For more information, please refer to the Wellington Nursery School Fees Schedule.

Key Person and Settling your Child

It really is unique to a child's personality as to how quickly they settle at Nursery. To help foster a child's emotional wellbeing, your child will be allocated a 'Key Person' in the setting.

The Key Person's role is to meet and greet your child on arrival, keep various records and observations, form close links between Nursery and home and share important information about your child's development with you. This relationship is paramount to a child's sense of security. The Key Person will work in partnership with you to ensure that your child's emotional needs are met through a settling-in programme that works for both parties.

The allocated key Person will ask you various questions and spend time getting to know your child before they start with us.

What will I need to bring into Nursery?

Parents need to provide:

- A change of clothes, spare underwear and wet wipes in case of accidents;
- Named Wellington boots and waterproof trousers or dungarees;
- A sun hat and sun block for periods of warmer weather;
- Suitable clothing for our 'Welly Walk Sessions' ;
- A named water bottle

Please note that the bib and braces waterproofs are a good option for younger children as they are easier for independence. Water play is actively encouraged, therefore providing suitable clothing is very important.

Medical Issues and Accidents

We can administer prescribed medicine only. This needs to be presented in the original bottle with the child's name printed clearly on the instruction label. Parents will need to fill in a medical form with given instructions on how much and when the medicine should be given. The same principle applies to inhalers for asthma. If your child has received medicine during the session, you will be notified and asked to sign the medical form on collection.

We have an ear thermometer which we use when we are concerned about a child having a high temperature or if they seem unwell. Parents will be notified of an abnormally high or low temperature.

Obviously in a busy Early Years environment, accidents inevitably will occur from time to time. If your child has had an accident at Wellington Nursery School then on the collection of your child you will be notified and asked to sign the relevant accident form. All the Early Years staff are qualified in Paediatric First Aid and for more serious accidents we are fortunate to have a bank of qualified medical staff in the School Health Centre. For very serious accidents we follow our emergency procedures and call for an ambulance.

We must be kept up to date with changes to medical issues.

Sickness

If a child has been sick and/or has diarrhoea then the School's policy is that a child must be clear of this condition for 48 hours before returning. We also ask that your child is kept at home if they are suffering from any infectious diseases* (e.g. Chicken Pox). If your child will not be attending Nursery due to illness we ask that you phone in to report their absence.

Incidents

During a busy Nursery day, many 'incidents' occur. They range from a child having to be changed, to children 'falling out' or a child being upset for various reasons. Parents will be informed on collection if a significant incident has occurred involving their child and will be asked to sign an Incident Form. We make every effort to resolve any conflict between children in a calm but firm manner. The Nursery staff, however vigilant, cannot see or hear everything that happens between children. If you feel there is a problem that has been missed or overlooked then the Nursery staff request that you report your concerns straight away to the relevant Key Person for your child. Often these matters can be resolved if dealt with quickly and professionally.



Safety Procedures

At Wellington School Nursery, we take the welfare and safety of our children very seriously and are committed to providing a safe environment in which children can feel happy and secure.

The Nursery staff will sign children in and out on the register. Appropriate safety measures are employed if different people are collecting children. We ask for a password at the beginning of their time with us.

All visitors are required to sign in at the Prep School Office and are asked to wear a visitors' badge. Mobile phones are strictly prohibited from being used in the settings.

The children's welfare and safety are of paramount importance and all staff are trained in Safeguarding. If your child has sustained an injury at home please notify your child's key person on arrival so it can be recorded on an incoming injury form.

We ask parents to provide accurate contact details and keep us informed of any changes or amendments.

Sharing Information

Over the course of the year parents will have an opportunity to meet with their child's Key Person to discuss their child's development. However, parents can request to see their child's kept records and observations at any time. We operate an online sharing information program called '*Evidence Me*' which enables you to view observations of your child in the setting.

Messages about upcoming events or information sharing is usually communicated via our Parent Portal or Janus. We also write urgent messages and weekly planning on the white board that is situated just outside our Nursery setting, or on the school website.

The Nursery staff have contact with all parents when dropping off and collecting their children. This is an ideal time for sharing news and information.

Food and Drink

During the morning and afternoon sessions the children at Nursery are offered a drink of milk or water and a healthy snack, which is usually a piece of fruit. Drinking water is available at all times.

Alternatively, you can provide a packed lunch for your child. We ask that you place a cool pack within your child's lunchbox as we have limited fridge storage.

If your child has an allergy to a type of food please inform the Nursery in writing.



Uniform

At Nursery, we promote lots of messy play which helps to develop a child's natural curiosity for exploration and investigation. To reflect this, we have a simple uniform of a blue jumper with the school logo, navy blue jogging bottoms and shoes that fasten up with Velcro and not laces.

Please ensure that all items of clothing are labelled clearly with your child's name.

Encouraging the children to become independent with self-help skills is very important, therefore we ask that clothes are simple to undo, especially for children who need the loo in a hurry!

In warmer weather parents will need to provide their child with a sun hat and apply sun cream BEFORE their child attends Nursery.

In colder weather parents will need to provide suitable attire and a coat.



The Early Years Foundation Stage Areas of Learning and Development

There are seven areas of learning and development that shape good practice in our Nursery. All areas of learning and development are important and interconnected. 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 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



The Nursery provides activities and experiences based on the following areas:

Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks and forest school to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The Characteristics of Effective Learning

It is vital that we instil a love of learning in very young children and provide them with positive attitudes towards exploration, investigation and having their own ideas. Therefore, the Characteristics of Effective Learning are encouraged and supported in our setting.

Playing and Exploring (engagement)

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people



Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude

Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning (motivation)

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying:

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and Thinking Critically (thinking)

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things



Making links:

- Making links and noticing patterns in their experience;
- Making predictions;
- Testing their ideas;
- Developing ideas of grouping, sequences, cause and effect.

Choosing ways to do things:

- Planning, making decisions and how to approach a task, solve a problem and reach a goal;
- Checking how well their activities are going;
- Changing strategy as needed;
- Reviewing how well the approach worked.



Educational Enrichment Opportunities

At Wellington Nursery School we are fortunate to have a superb range of facilities and staff. As a result, we are able to offer an exceptional and unique package of educational enrichment opportunities to our nursery children; our 'Learning for Life' enrichment programme.

For those families using the Early Years funding, this programme carries a small additional fee as the services offered are above and beyond most other settings. All families choosing Wellington Nursery are strongly encouraged to take advantage of the educational and development value from these additional services, which typically include:

Balanceability - The UK's first and only accredited 'learn to cycle' programme for young children.

Welly Walks and Forest School - Using the School site and our woodland in the Blackdowns.

Music Lessons - Weekly lessons with our qualified teacher.

Wellbeing and Dance - Weekly physical development sessions led by the Prep School's Sport and Wellbeing Professionals

Library Time - Weekly visits to the Prep School library to listen to stories and explore our wonderful collection of books.

All Meals and Snacks - lunch, tea and healthy snacks throughout the day.

More detailed information can be found on the school website where video clips of many of the activities can also be viewed.



Library Books

Children are timetabled to visit the library once a week. They choose a book which they then take home to share with you. Please return the book the following week. Thank you.



A Typical Day in the Wellington Nursery Class...

The children arrive and are welcomed by the staff and ideally greeted by the child's key person. We have a free flow policy, which allows children to choose between indoors and outdoors. The following is a schedule of set times. In-between times the children, with the support of the staff, will be engaging in play opportunities that promote learning and development.

The following is a simplified outline of a typical day. Activities vary throughout the week depending on what is planned- e.g. Forest School type activities, Dance, Balance-ability, visiting the library, cooking, music etc.

From 8.00am, self-registration and welcome.

8.30 to 9.00am is Together time- sing hello and look at the visual timetable. Whole group focus which is usually numeracy or communication and language based.

9.30am onwards – Child Initiated play/ learning inside and outside. During this time the children access 'Café' time where they socialise with their peers and share a drink and fruit.

11.30 to 11.45am Key Group time.

11.45am to 12.00 noon Preparation for lunch – going to the loo and washing hands.

12.00 noon to 1.30pm Lunch and outdoor play.

1.30 to 3.00pm Child Initiated Play.

2.00pm Milk/drinks and a small snack

3.00pm Numeracy focus

4.00pm Nursery day ends

4.00pm Activities Club in the Reception Class where the children are given a light tea which ranges from sandwiches, wraps or filled rolls to fruit and homemade cakes.

5.00pm - 6.00pm STAR Club in Reception



Working in Partnership with Parents

Parents are the first and most important influence on their children's development and future outcomes. The role that parents play in supporting their child's development is key to making a difference to their future.

At Wellington Nursery School we believe it is of paramount importance that we develop a warm, open and transparent partnership with parents.

Collectively, we have one aim; to help a child reach their full potential and to be happy and fulfilled in this crucial stage of their life.

We look forward to welcoming you and your child into our Early Years' family.

Useful Telephone Numbers:

Wellington Prep School Office: 01823 668700

Website

More information is published on Wellington Prep school website

www.wellington-school.org.uk









