



# Wormley C of E Primary School (V.C)

Have Faith, Show Respect, Take Responsibility and Achieve



## Early Years Foundation Stage

### Nursery Class

Head Teacher Mrs T. Gaiter

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Wormley

Broxbourne

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This prospectus aims to provide you with an introduction to Wormley Nursery, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs.

## At Wormley C of E Primary School Nursery...

### We aspire to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

### Parents

You are regarded as members of our Nursery who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved and included

### Children's development and learning

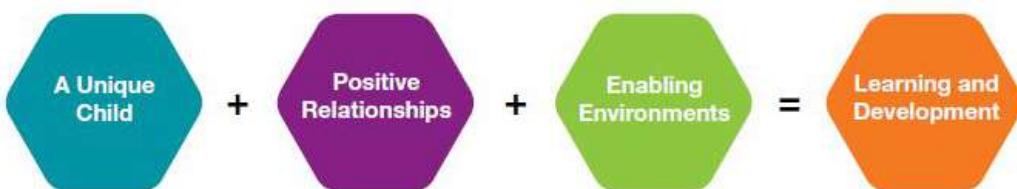
We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of staff to children, as well as additional staff, students and volunteer helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes progress;
- is in a setting that sees parents as partners in helping each child to learn and develop

### The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017).

The four principles work together and here is how they underpin children's development in the Early Years Foundation Stage.



- **A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- **Positive Relationships**

Children learn to be strong and independent through positive relationships.

- **Enabling Environments**

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, parents and carers.

- **Learning and Development**

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.



## **How we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our Nursery helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

### **The Areas of Development and Learning comprise:**

- **Prime Areas**

- Communication and language.
- Physical development.
- Personal, social and emotional development.

- **Specific Areas**

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages a child makes along their progress towards the Early Learning Goals, which children are expected to have attained by the end of the Early Years Foundation Stage. Our Nursery has regard to these when we assess children and plan for their learning.

**Our programme supports children to develop the knowledge, skills and understanding they need for:**

**Communication and language**

- listening and responding appropriately to others, in small groups and individually
- understanding and responding to new words and developing their vocabulary
- speaking in sentences to share their ideas and experiences

**Physical development**

- moving with increasing confidence, safety and control when exploring equipment and large movement
- increasing fine skills through exploration of tools and resources, including mark making
- become familiar and increasingly independent with healthy practices and self-care routines, including toileting and dressing

**Personal, social and emotional development**

- making independent choices and selecting and using equipment and resources
- talking to other children during play, developing turn taking and sharing
- asking for help when needed from adults or others children
- gaining an awareness of their own and others needs and feelings
- understanding how to behave with the class routine and towards others

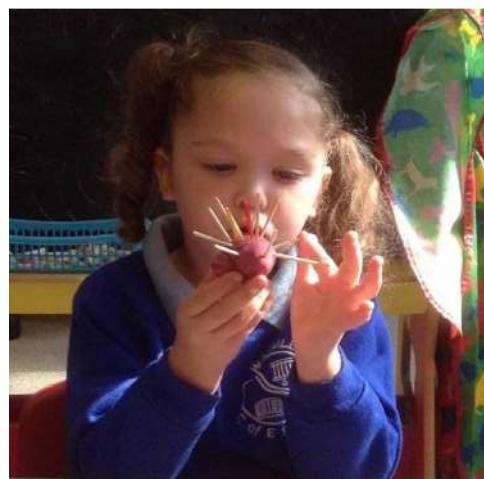


## Literacy

- listening to and joining in with stories and rhymes, recalling events and adding their own ideas, such as endings
- recognising their own names and other familiar words
- gaining awareness of environmental sounds and sounds in words and rhythm in spoken words. We teach Phase 1 phonics using 'Letters and Sounds' DfES 2007
- talking about their drawings, paintings and mark they make

## Mathematics

- using numbers in order to count and compare and begin to recognise and relate to written numerals
- representing number with fingers when singing number songs and rhymes
- exploring and using numbers to solve problems
- spotting shapes in the environment and using shapes for a purpose
- increasing understanding and use of descriptive and positional language



## Understanding the world

- talking about own experiences, including special family times and people
- exploring the natural world developing an understanding of growth and change over time
- caring for living creatures and the environment
- using technology purposefully

The Nursery children have a Forest school session each week over in our Forest school area where they learn skills in an outdoor environment.

### Expressive arts and design

- learning and singing familiar songs, joining in with ring games and moving to music
- exploring early tools and techniques for exploring colour and creative materials
- engaging with construction materials to build and balance
- thinking of their own original ideas and beginning to talk about these
- using their first hand experiences to add ideas to imaginary play



### Our approach to learning and development and assessment

#### Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of

learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

### Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- **playing and exploring**- which involves finding out and exploring, using what they know in their play and being willing to have a go
- **active learning** – which includes being involved and concentration, keeping on trying and enjoying achieving
- **creating and thinking critically** – which includes having their own ideas, using what they know to further their learning and choosing ways and finding new ways to do things

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.



### Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and identify their next steps. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to Reception.

## **Records of achievement**

We keep a record of achievement for each child in the style of a learning journey. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

We will work in partnership with you to keep this record and in order to do so we use 'Tapestry' an online learning journal that 'captures the magic of your child's early years' experience.' Together, we will then decide on how to help your child to move on to the next stage.

## **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have additional staff, apprentices, students and volunteer helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

## **Our Nursery Team consists of:**

A Nursery Teacher

Early Years Practitioners

A Nursery Assistant

A Trainee teacher

We also support apprentices and students in training

## **How parents take part in the setting**

Our nursery recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to observations;
- helping on trips and visits;
- sharing their own special interests with the children;
- helping to provide and look after the equipment, materials used in the children's play activities and pets;
- being part of the school governing body where appropriate;
- taking part in open classroom sessions, events and informal discussions about the activities and curriculum provided by the nursery;
- joining in community activities, in which the nursery/school takes part; and
- building friendships with other parents in the nursery.

## **Key person and your child**

Our nursery uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

## **Learning opportunities for adults**

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice and attend local network sessions.

## **The Nursery timetable and routines:**

We believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our nursery are provided in ways that:

- help each child to feel that she/he is a valued member of the class;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

## **The session**

We organise our sessions so that the children can choose and learn from a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoors.

## **Session times:**

AM Nursery session 9.00am-12noon

PM Nursery session 12.30pm-3.30pm

30 hrs 9.00am- 3.00pm (offered according to availability and in partnership with Wormley Pre-school)

## **Snack and lunch times**

We make meal times a social time at which children and an adult sit and eat together. Children are provided with a healthy snack daily and either milk or water to drink. Fresh drinking water is available throughout the session. 30 hrs children will require a healthy packed lunch from home.

## **Clothing**

We provide protective clothing for the children when they play with messy activities – aprons and all in one outdoor waterproof suits. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes and shoes.

Clothing that is easy for them to manage will help them to do this – grey/black tracksuit bottoms, school polo shirts and sweatshirts for boys and girls. In addition to their shoes your child will require wellington boots for outdoor activities. Clothing should reflect the day's weather conditions - all children will require a sunhat/cap in the summer and warm hats and coats in the winter. Young children may spend a great deal of time outdoors so the appropriate clothing is essential. Children will also require a slipper style bag in which to keep any spare clothing and a book bag. All items of clothing must be named.

School uniform is available from: **Penny's School Outfitters or Tesco**

## **Policies**

Our policies and procedures are available for you to view on the school website. Copies of which maybe requested from the school office.

## **Safeguarding children**

Our school has a duty under the law to help safeguard children against suspected or actual 'significant harm'. The school's employment practices ensure children against the likelihood of abuse in our school and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Our designated person for child protection is

Mr Emmett

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## **Special needs**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs Code of Practice (2015).

Our Special Educational Needs Co-ordinators are

Mrs Gilpin and Mrs Viall

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## **Illness and medicines**

If a child appears unwell during the day – has a temperature, sickness, diarrhoea or pains, particularly in the head or stomach the parents will be called and asked to collect the child, or send a known carer to collect on their behalf. After sickness or diarrhoea, parents are asked to keep children home for 48 hours after the last episode. Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.

Please inform the school if your child is unwell and will be absent.

## **Starting at our Nursery**

Prior to your child starting at our nursery you will be invited to parent sessions and a visit with your child. On request we will make a home visit, to ensure that what we provide is right for your child's particular needs and interests.

## The first few days

We want your child to feel happy and safe with us. To make sure that this is the case; our staff will work with you to decide on how to help your child to settle into the setting. Our policy is that you as a parent, or a responsible adult nominated by you, stay with and support your child settle for at least the first two short sessions, AM and 30 hrs intake- 9.00-10.30am and PM intake 1.30-3.00pm. Once your child is settled, and their key person agrees, you may leave them from the third session.

We hope that you and your child enjoy being members of our Nursery and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.



You can find more details about the **Early Years Foundation Stage** which includes the early learning goals at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The foundation years website also includes a range of resources and contacts.