



# Early Years Foundation Stage (Nursery) Welcome Booklet



## Head of School Welcome

Welcome to Bugle School.

My name is Luke Rees, and I am very proud to be the Head of Bugle School and Nursery. On behalf of our amazing pupils, our dedicated staff, parents and hub councillors I would like to welcome you to our school.

We aim to provide the best possible education for the children in our care.

Through our child-centred curriculum, children are encouraged to be independent learners and achieve their full potential. We have high expectations of what can be achieved, and we believe that learning should be both stimulating and enjoyable.

We have a dedicated staff and an active Hub council which ensures that every child feels safe and secure and has a happy and successful learning experience. The welfare of every child is the concern of every member of staff.

Our most recent OFSTED report carried out in May 2019 stated that the 'The school is inclusive, and leaders have been successful at building strong relationships with all parts of the school's community. We are a family school and we can only achieve our aims by working closely with you as parents. Your support is essential in your child's success at school, and we value your input and opinions. We consider ourselves at the 'heart of the community' and welcome many visitors from the local area into school to work with the children and enhance their learning.

I hope that you find this booklet useful and we look forward to welcoming you to our school.

Luke Rees

Head of School

Dear Parents/Carers,

We hope that this booklet will further involve you into our school community. We will be glad to answer any questions not covered in this booklet or in order to clarify further, get in touch by emailing [hello@bugleschool.org.uk](mailto:hello@bugleschool.org.uk) or telephone 01726 850420.

At Bugle School we recognise that children develop quickly in the Early Years. We aim to give children the best possible start to life, a secure foundation that their learning can be built upon. Children are born ready and are able and eager to learn and we aim to promote their learning in our warm, caring and safe environment.

We know that every child is unique; we aim to support and scaffold their learning so they are resilient, capable, confident, self-assured and can become independent learners. We strive constantly to ensure that children develop positive relationships with each other and other members of our school community. We encourage learning through the use of high quality, stimulating and cultural resources within an enabling environment both inside and outside; through this we aim to support their learning.

We recognise the importance of a strong partnership between parents, carers and staff at school. This is an essential ingredient to the child's success and we encourage parents to contribute to their child's development by sharing their child's learning journey and attending parent meetings.

**We are looking forward to continuing to work with you and your child to achieve the best possible outcomes.**

Kind regards,

**Jemma Davies**

**Nursery Manager**

# Key Information

## **Nursery Staff**

Mrs Jemma Davies is the Nursery Manager; she is an Early Years teacher with many years experience working within the Early Years Foundation Stage. Mrs Denise Starkey, Miss Kara Parry and Mrs Jenny Downes are the teaching assistants who support teaching and learning using a wealth of knowledge developed over years of teaching children in the EYFS.

## **The Nursery Sessions**

8:45am- Morning children arrive and register is taken

11:45am- Hometime for morning children

12:15pm- Afternoon children arrive and register is taken

3:15pm- Hometime for afternoon children

## **Routine**

The classroom door is open from 8.45am/12.15pm. Please arrive before 9.00am/12.30pm to ensure that your child is able to register on time. If your child is unsettled when they arrive at nursery a member of staff will be available to look after and reassure them. We will then encourage parents to say goodbye and then to contact us. From experience the quicker you leave the less upsetting it is for children. A quick goodbye is less painful than extra hugs and kisses.

## **Attendance**

At Bugle School, we believe that the attendance of our pupils is exceptionally important. There are only 195 days in the academic year and so, if a child misses just 20 days, they will miss more than 10% of their schooling for that year.

At times, absence due to illness is unavoidable. Where this is the case please give the school office a call to explain. It is also important that where possible medical appointments are scheduled for after school and during school holidays.

## **Funding and Fees**

All children are entitled to attend nursery for 15 hours per week for free from the term after their 3<sup>rd</sup> birthday. Some 2 year olds are also eligible for 15 free hours. If you are on a low income or you have a disabled child, phone the Family Information Service on 0800 587 8191 with your National Insurance number and they will tell you if you qualify (or speak to the nursery manager or your Health Visitor.)

Outside of funded hours our fees are charged at £4.50 per hour. Fees will be charged half termly and must be paid via ParentPay. If you are having difficulty paying your fees, please speak to the nursery manager immediately. Non-payment may result in the loss of your child's nursery place.

There is a government website to help families with childcare costs. There are a variety of schemes available for families of all incomes and the online calculator can help you work out what you may be eligible for. To find out more visit: [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

### **Introduction to the Early Years Foundation Stage**

The Early Years Foundation Stage sets all standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

### **The Early Years Foundation Stage Seeks to provide:**

- ❖ Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- ❖ A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- ❖ A partnership working between practitioners and with parents and carers.
- ❖ Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

In the Early Years Foundation Stage children work towards the Early Learning Goals which they should have at the end of the academic year in which they turn five.

### **Overarching principles**

There are four guiding principles that shape practice in early years settings:-

- ❖ 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.

- ❖ **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 in the Early Years Foundation stage, three prime areas and four specific areas. All the areas of learning are important and interconnected. The areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

### **The three prime areas:**

- ❖ **Communication and language** development within a rich language environment: where children develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.
- ❖ **Physical development** where children are active and interactive, developing co-ordination, control and movement. We help children to understand the importance of physical activities and to make healthy choices in relation to food.
- ❖ **Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others and to form positive relationships and develop respect for each other. Children develop social skills and learn how to manage their feelings. Children begin to understand appropriate behaviour in groups and have confidence in their own abilities.

### **The four specific areas:**

- ❖ **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children will have 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 and observe and find out about people, places, technology and the environment.
- ❖ **Expressive arts and design** involves the children exploring and playing 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.

Each area of learning and development is delivered through planned, purposeful play and through a mix of child initiated and adult-led activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others.

Children learn by leading their own play and by taking part in play which is guided by adults. There is a balance between activities led by children and activities led or guided by adults. Activities are a response to the child's emerging needs and interests and we guide their development through warm, positive interaction.



### **Learning Journeys**

We continually assess the children and this information helps us to build up a profile on your child. The assessments are based on observations and everyday class activities. We use this information to plan effectively, monitor progress and build on children's prior learning. We use Tapestry as our platform to share the learning and progress of the children in EYFS. Teachers will regularly share photos and comments on here. You will be able to access these observations to read online using your own parent account. If you don't yet have access or are having issues, please do let us know.

### **Progress check at age two**

Just as your Health Visitor carries out a check on your child's health at age two, nurseries are also required to check your child's developmental progress in the prime areas of the EYFS between the ages of two and three. We complete these in the term before your child's 3<sup>rd</sup> birthday, identifying strengths and areas for development. We will discuss your child's progress with you and we encourage you to share this information with your Health Visitor.

### **Key Person**

On starting nursery your child will be allocated a 'key person'. The key person's role is to help ensure that every child's care is tailored to meet their individual needs, to help your child become familiar with the nursery, offer a settled relationship for your child and to build a relationship to support the whole family. Whilst all staff in the nursery are actively involved in your child's education and care, your key person should always be your first point of contact. You will receive a letter detailing who your child's key person is shortly after your child starts nursery.

### **Letters and Sounds/Reading**

Letters and Sounds aims to build children's speaking and listening skills to prepare children for learning to read by developing their phonic knowledge and skills. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds, and finally, oral blending and segmenting. Letters and Sounds sessions are conducted daily so all children have the chance to practice these fundamental skills.

When children are ready, usually after May half term, we will begin to introduce them to Read, Write, Inc. in preparation for Reception Class.

Children are taught letter sounds, rather than letter names. This is because letter names do not usually correspond to the sound(s) that they make. More information regarding Letters and Sounds and Read, Write, Inc. is available from the nursery manager.

Reading is very important to us at Bugle School and we read with and to the children every day. We ask you to help us to support your child's enjoyment of books, rhymes and stories by reading with them at home. You are welcome to borrow books from the nursery; all we ask is that you enjoy them with your child.





## **Newsletters**

On Thursdays, we email our weekly school newsletter to you. The newsletter is also on our website at [www.bugleschool.org.uk](http://www.bugleschool.org.uk) or additional paper copies will be available at the school office.

## **Clothing**

Uniform is not compulsory at nursery. To enable children to become more independent with going to the toilet, we ask parents to dress their child in trousers that do not need belts. Elasticated waists are preferable and are easier to pull up and down. In the Early Years we have a no laces or open toe shoe policy and request that your child wears velcro straps again for independence.

**Change of Clothes:** At times, we can get messy, wet or have a toileting accident at nursery. Please provide at least 2 spare sets of clothing for your child, including a pair of trousers/leggings, a t-shirt and at least two sets of pants and socks. We also kindly ask that you provide a spare pair of shoes/trainers, just in case.

**It is very much appreciated when all clothing is clearly labelled, including shoes and wellies. The wearing of jewellery, other than stud earrings is not permitted.**

**Outdoor Play:** In the nursery we operate a 'freeflow' play policy, which means that the children can access the outdoor environment whenever they choose. We play in and explore our outdoor environment in all weather! Please provide your child with appropriate clothing for the weather, including a warm, waterproof coat and wellies/sun hat and sun cream. We can provide your child with waterproof trousers.

**Water Bottle:** Children learn best when they are hydrated! We provide water bottles in class that are always available to use and we replenish as needed throughout the day. There is no need to bring in a water bottle.

**Snack Time:** In nursery we have a social snack time where the children have access to a piece of fruit and a choice of other healthy prepared snacks. Please let us know if we should be aware of any food allergies or specific dietary requirements that your child may have on their medical form.

**Toys:** Please discourage your child from bringing toys to school. They can cause disputes and children can become distressed if they are damaged or lost. Personal toys also hinder children from accessing the activities provided at school.



## **Security**

Please tell the nursery manager or phone the school office if your child is to be collected by a different adult.

Children are not allowed to leave the classroom until the appropriate adult is present. Please inform the nursery manager or telephone the school office if there are any last minute changes to normal arrangements.

For security reasons, if a different person is collecting your child and you have not informed the office or the nursery manager, we will phone you to check if this is okay before letting your child go. We also operate a password system in the Early Years and you should only give this password to the people you have agreed can pick up your child.

If you need to take your child out of nursery during the school day please report to the staff at the school office who will arrange for your child to be collected from the classroom. When returning children to nursery, the system is reversed. Please report to the school office, do not take your child directly to the classroom. The children need to be signed in and out on these occasions.

If there are any changes in home circumstances which may affect how your child behaves in nursery, please let us know. Any information you give us is treated with the strictest confidence. Often we can help children more effectively if we are prepared.

## **What about first aid and medicines?**

### **First Aid in Nursery**

All staff members are qualified first aiders and all play is supervised. However, accidents can and do occur. We have strict procedures and staff are trained to deal with minor injuries. In serious cases parents or emergency contacts will immediately be contacted so children can be taken to their doctor or hospital. All accidents are recorded and in the case of bumped heads a note is sent home.

If your child is taken ill and needs to be at home, or the injury needs further medical advice, you, or someone designated by you, would be telephoned immediately. **Please ensure that your contact numbers are always up to date.**

Please keep children at home if they have been ill during the night. Some children seem fine in the morning, but are often too tired to cope with school by the end of the session - and some become ill again which can be very distressing for them and the other children. Children who have had an upset stomach (vomiting and/or diarrhea) need to be absent for 48 hours after their last incident.

Medicines cannot be administered by staff unless they have been prescribed for your child by a doctor, dentist or nurse (medicines containing aspirin/paracetamol should only be given if prescribed by a doctor).

You will need to complete a school form prior to this.

Children on special medication such as inhalers will have special arrangements made for them. Again a medical form will need to be completed.

### **Sun Protection**

On appropriate days please send your child to school with a named sun hat and wearing a factor 50 sun cream.

### **Head Lice**

Head lice is inevitable and nothing to be embarrassed about. Wet combing your child's conditioned hair with a nit comb will help you spot them. There are a number of effective preventions and treatments available from chemists or online. Please come and see us if you have any concerns.

### **Can I become a parent helper?**

Many parents help in nursery as volunteers and are a welcome addition to our team of adults. By law, all of these adults have to be police checked and follow our induction procedure and probationary period. Parents can help with a range of activities within the classroom such as painting, artwork, cooking, music and Design Technology. It's not just mums that volunteer, dads and grandparents do too. If you have some time spare and would like to get involved please talk to the nursery manager. There are lots of classes to help in, you could make a valuable contribution to the school, have some fun and gain real satisfaction.

## Keeping in touch

### How we keep in touch with you:

- A weekly newsletter which is sent directly to your email address (paper copies available on request)
- Our school website - [www.bugleschool.org.uk](http://www.bugleschool.org.uk)
- Our Twitter account - @BugleSchool
- Our Facebook page - @bugleschool
- School bag post and noticeboards in class windows and doors

### How you can keep in touch with us:

- Telephone: 01726 850420
- Email: [hello@bugleschool.org.uk](mailto:hello@bugleschool.org.uk)
- Clicking the contact link on our website

### Check List Box

Ruck sack with spare clothes and shoes

A warm, waterproof coat and wellies

**Remember to label all clothes including bags and shoes.**

### Things to look out for:

- Further details on Letters and Sounds and Read, Write Inc.
- Key Person letter