



Nursery Handbook

2020



Welcome

On behalf of the staff and Governors of Peters Hill Primary may I take this opportunity to welcome you to the Nursery. We hope you find the information here both useful and interesting.

The Nursery is a maintained setting which means it is part of the school and is no longer a private nursery (PVI). It is led by The Senior Leadership Team with Mrs Foxall as the Assistant Headteacher who is in charge of leading the Early Years Foundation Stage (EYFS). The Nursery staffing is led by a teacher with the support of three experienced Teaching Assistants.

Although our Nursery is housed in the Children's Centre, it also has access to the school's extensive grounds with playing fields, gardens, and forest school. Peters Hill EYFS is furnished throughout, with modern community play furniture and offers a stimulating and vibrant environment for children to learn within.

Our mission statement is 'Fly high; flourish and fulfil' and we are passionate about the development of the whole child. Partnerships between children, parents and school are central to our philosophy of ensuring that children feel secure, gain confidence and meet success throughout their life.

We look forward to welcoming you to the Nursery as part of our induction processes. The following pack is designed to give you information that we hope you will find useful. We appreciate that your child starting Nursery is a huge event and that you will have lots of questions. If the information is not in the pack or shared on the school website then please do not hesitate to contact us. We will be happy to talk through any concerns or worries that you may have.

Mr S Duncan

Headteacher



Mission Statement

At Peters Hill we are passionate about the whole child.

We want all children to leave school with skills and attributes that prepare them for the next stage in their education and allow them to embrace life's opportunities to the full.

Our aim is for every child to fly high, flourish and fulfil the limitless potential they have.

We want children to understand and demonstrate the importance of ambition, belief, compassion, pride and respect.

We want children to become successful, confident, motivated, responsible and spiritual individuals.

Aims

As a school we aim to:

- promote curiosity, enthusiasm and engagement.
- encourage independence and confidence.
- foster logical, creative and deep thinking.
- nurture respect for others and personal self-esteem.
- provide a broad and balanced curriculum with imagination, purpose and value.
- ensure high standards of behaviour and positive attitudes.
- grow an awareness of civic responsibility and global citizenship.
- value all abilities, interests, cultures and beliefs.
- embrace innovative technology.
- develop full potential in a structured, caring and purposeful learning environment



Nursery Times

Morning Nursery 8:30am – 11:30am

Afternoon Nursery 12:15pm – 3:15pm

<u>Nursery Timetable</u>	
8.30 12:15	Children to be welcomed by nursery staff and registered at the gate.
8.30 – 8.55 12.15 – 12.40	LAT –learning agreement time
9.00 – 9.20 12.45 – 1.05	Family Groups (Key Worker Time) Maths Focus
9.20 – 10.00 1.05 – 1.45	LAT –Learning Agreement Time
10.00 – 10.20 1.45 – 2.05	Family Groups (Key Worker Time) Fruit and Milk Story time Focus
10.20 – 11.00 2.05 – 2.45	LAT –Learning Agreement Time
11.00 – 11.20 2.45 – 3.05	Family Groups Phonics Focus
11.30 3.15	Home Time

School Day

The nursery door opens at 8.30am and again at 12:15. These are manned by a member of staff to admit children until 8.45am and 12:30, when the doors are then closed. The morning nursery finishes at 11:30 whilst the afternoon nursery finishes at 3:15. There is a 45 minute break between the am and pm nursery so it is important for children to be collected promptly. If you arrive late you will need to report to the school office as the gates will be locked. You will need to sign your child in to school as they will have missed registration in class. An adult must sign in a child arriving late.

The school office is open each school day during term time from 8.15am to 3.45pm.

Term Dates 2020/2021

Autumn Term 2020

Tuesday 1st September - Friday 18th December **(please check individual start dates)**

Half Term

26th October - 30th October

Staff Training Day - Tuesday 1st September

Staff Training Day – Monday 2nd November

Spring Term 2021

Monday 4th January - Thursday 1st April

Half Term

15th February - 19th February

Staff Training Day - Monday 4th January

Staff Training day - Monday 22nd February

Summer Term 2021

Monday 19th April - Wednesday 21st July

Half Term

31st May – 4th June

1 Staff Training Day to be Determined

Nursery Curriculum

Development Matters Document

The development matters document explains how children develop in seven areas of learning between birth to 5 years old. Nursery practitioners refer to this when planning a wide range of learning opportunities and experiences.

<http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>.

Planning

Weekly planning is based on children's interests, the text of the week or a specific theme linked to the time of year. This will be shared with parents at the beginning of the week through class blogs so children can share their learning at home and develop their interest in greater depth with their families.

Characteristics of Effective Learning

The characteristics of effective learning are broken down into the following headings.

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

The activities planned for our nursery children embrace these characteristics in order to motivate and inspire their learning through a play centred approach.

Assessment

Each child will have an online learning journey (Tapestry) which consists of a daily record of practitioner's observations. This information is used to plan specific next steps for each child and is shared with parents during parent's evenings or on request.

Prime Areas of Learning

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking

The three prime areas are divided into eight sub-divisions. To enable children to become successful learners in other areas such as literacy and maths, children must be secure in the prime areas described above. It is essential for children to be happy, have friends and feel confident in their environment before engaging in more formal tasks. Therefore Peters Hill nursery team emphasise the importance of play and child initiated learning in order to accomplish this.

Specific Areas of Learning

Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

The four specific areas of learning are divided into a further nine sub-divisions. Activities are planned to ensure children received a broad and balance curriculum within these categories.

To be ready for the start of Reception we aim for children be secure in the 30-50 month development bands in all of the prime areas by the end of the nursery.

Learning Agreement Time (LAT)

Children are able to develop their skills in the prime areas of learning through child initiated play. Learning agreement time provides the opportunity for them to independently choose their own learning experience from the continuous provision in both the indoor and outdoor environments. Practitioners will then intervene in children's play in order to move children on to their next steps of learning.

Directed Activities

Directed activities are also planned, where small groups of children work with an adult under more direct supervision. Each child will have a designated key worker and will be placed into small family groups of approximately 13 children. Family groups will join together during specific times of the day to focus on a phonics, reading, maths and other directed activities.

Behaviour

Personal, Social and Emotional Development is a prime area of learning in the development matters curriculum. Teaching children how to manage feelings and behaviour, develop self-confidence and awareness and how to make positive relationships are vital core skills. Positive praise, star card rewards systems, stickers, role modelling and talking through situations with children are regular strategies used to reinforce acceptable behaviour. Below are the responsibilities set out in the school behaviour policy, which can be found on the school website.

Staff Responsibilities

All staff will ensure that they:

- Understand and follow the school policy.
- Have high expectations and a consistent approach to behaviour and safety management in the classroom and around school.
- Encourage, promote and reinforce positive behaviour.
- Develop responsibility and self-discipline in children so they can make the right choices to avoid potential risk.
- Promote Emotional Intelligence throughout the school whereby children are listened to and encouraged to express how they are feeling.
- Report to parents/carers in an open and honest professional manner.

Child Responsibilities

All Children should:

- Take responsibility for themselves, and their property.
- Show respect for each other, and each other's property.
- Show responsibility for self-discipline and show an awareness of what constitutes an unsafe situation.
- Know, understand and abide by school and class rules.
- Be courteous and polite to each other, to staff and to visitors.

A full copy of our Behaviour and Safety Policy can be accessed on the school website.

Inclusion

All children are entitled to a broad and balanced education which enables them to reach their full potential. On occasion, children may find aspects of their learning difficult and need additional support to help them to access the curriculum. Should any concerns arise, class teachers will discuss matters with parents/carers and then seek support from the school's SENCO (Mr Porter). In partnership with parents, and where required, outside agencies such as speech and language therapists, the school will outline actions to be taken to fully support the child. Parents are kept fully informed of their child's progress through regular review meetings.

Snack Time

All children in Nursery have a snack area within the setting. Children are able to access fresh milk, water and fruit each day. There is also a specific time during the day to ensure all children have been encouraged to have a drink and snack. Please do not send juice or other snacks due to allergies within the setting. Please be aware we are a nut free school.

Visits and activities

Each year group organises a range of visits and activities during the year that support the school curriculum. These may range from visits to museums, art galleries and religious places of interest, to farms and zoos – whatever suits the curriculum. We ask for a voluntary contribution to cover these visits. We may also invite groups or companies into school, such as Theatre in Education groups.

We ask that payments are made via our online payment system. This is a secure, convenient way of processing payments which removes the need for children to bring cash into school. Upon entry to school your child will receive a letter containing secure login and password information.

Daily Act of Collective Worship

People and Communities are an important aspect of the nursery curriculum. Children are taught about our multi-cultural society through discussions, stories and celebrations throughout the year.

Jewellery

The Local Authority Health & Safety Guidelines in relation to children and jewellery form the basis of our safety rules in school. The only jewellery that children are allowed to wear are stud earrings and they must be able to remove them themselves for Physical Education and Games lessons. We cannot take responsibility for the loss of any item of jewellery and therefore would prefer that no jewellery is worn in school.

If your child has their ears pierced, we would encourage you to have this done at the beginning of the Summer holidays as children will need to remove earrings during PE lessons for health and safety reasons.

Peters Hill would like to remind parents that extreme styles of hairstyle are not appropriate for school.

Lost Property

While we try very hard to encourage children to tidy up after themselves and take care of their own possessions, inevitably items are lost from time to time. Reuniting children with lost items depends largely on whether or not the items are named. Of course, if we find anything which is named, it will be taken back to the child. Any items without names are collected. They are kept for up to a term and, if unclaimed, are sent to charitable organisations.

Please ensure your child's name is clearly marked on all clothing and bags.

Inclement Weather

During times of inclement weather we try very hard to stay open. At no time are children sent home during the day without contact being made with parents. In the event of extreme weather conditions, parents are advised to listen to the local radio stations who broadcast information regarding school closures, (Free Radio Black Country, Heart/Capital FM, BBC Radio WM). We also endeavour to update our website with open/closure information as soon as a decision has been taken and contact parents through our Groupcall system. It is important to remember that our decision to close the school is taken on health and safety grounds – whether or not emergency services can access the school successfully is the key consideration.

Home/School Links

Communication between home and school is essential, therefore we encourage parent partnership working in many ways.

School Website <https://petershillprimary.org/>

The school website is a fantastic way of keeping up to date with events and information across the school and it has a current calendar of events so you can stay organised.

Reception also recognise that it is a brilliant tool for developing language and communication with children as it can be shared with family members both at home and around the world.

Newsletters <https://petershillprimary.org/Parents-1/Newsletters>

The most recent newsletters can be found on the school website under the parents tab. They provide you with the most up to date information regarding school visits, fundraising events and sports days etc...

Twitter https://twitter.com/peters_hill

On the main page of the school website in the top right hand corner there is a kite with the twitter bird on. Please click on this link to follow the school twitter account to see pictures of magical events across the school.

Letters/ Email

Most letters will now be emailed to parents so please ensure the office have an up to date email address. Consent form letters are usually the only paper versions sent home to parents.

Text Message

We sometimes use a group text messaging facility if we ever need to quickly get a message to parents so it's really important we always have your current mobile phone number.

Parents/Open Evenings

Twice a year parents are invited to a parents evening for a personal consultation with your child's key worker. Appointments are booked online and a letter before the event guides parents in how to do this. In the summer term we invite parents to a less formal open evening where you can discuss with the key worker the written end of year report should you wish, look at your child's work over the year and meet their new teacher for September.

Information Evenings

Throughout the year parents are invited to various information evenings as and when they are necessary for your child, e.g. – Starting Nursery, Introducing LAT, Reading Meeting, Maths etc...

Parent Days.

During the year parents are invited to the Nursery Carol Service, various classroom performances, sports days and inspire workshops.

Class Blogs

We encourage parents to log onto the class blogs which are regularly updated, this is a great way for you to find out what has been happening in class when you get the reply, 'not much' or 'can't remember' to the question 'What did you do in school today?'

Learning Agreement Time (LAT)

In Nursery there is a daily opportunity for you to share in your child's learning for 30 minutes at the start of the session through 'Learning Agreement Time.' You can work through activities planned by the staff with your child and share their classroom experience throughout that nursery year.

Transition

Home Visits (Please note this has been replaced with school visits in Sept 2020)

We believe that our first encounter with parents and children is crucial in helping to form a positive partnership between home and school. Before coming to nursery, parents/carers are their child's first teacher. Parents/carers have valuable knowledge about their child which will help staff to provide appropriate experiences for them at nursery. Home visits provide a forum for such knowledge to be shared in an informal way.

The purpose of the visit are as follows:

- Introduce the teacher and teaching assistant to your child.
- To begin to build up a relationship with your child and you as a parent/carer.
- To discuss your child's development from 0-3 yrs.
- To identify any health issues we need to be informed of.
- To find out about your child's likes and dislikes.
- To answer any questions parents may have regarding school.

Stay and Play Sessions

Stay and play sessions are set up to help children's transition into Peters Hill School. Parents are invited to nursery with their children to explore their child's new learning environment. There will be a variety of games and activities for your children to explore within both the indoor and outdoor areas. This is an ideal opportunity to talk to your child about "going to big school" and help prepare them for September. Key workers will also be available so children and parents can meet them during the session.

Nursery to Reception

Children and staff in Nursery and Reception work closely together throughout the year to ensure a smooth transition for children who move into school in September. They enjoy watching each other's nativity performances, join in EYFS workshops together and often visit each other's setting. This helps to familiarise children with the main school from the very beginning of Nursery. During the summer, more regular visits are made with key workers to Reception and transition meetings are held between key workers and Reception teachers so information can be transferred. Please be aware that a nursery place does not guarantee a place in Reception. Parents should apply for a school place through the Local Authority process.

Safeguarding

All staff working in school have a statutory duty to safeguard children and all staff are committed to the highest standards in protecting the children in our care. All staff receive annual training and are well placed to spot signs and symptoms of neglect, physical, sexual or emotional abuse.

The school has a number of staff who receive higher level training and these staff take whole school responsibility for safeguarding. These are known as the Designated Safeguarding Leads (DSL's).

At Peters Hill the DSL's are the Headteacher, Mr Duncan, the Deputies, Mrs Curnin and Mrs Owen and the Assistant Headteacher, Mrs Foxall. The school also has a named Governor with responsibility for Safeguarding and this can be found on the website under the Governor's section. Working closely with our families, we have a designated safe guarding officer, Karen Bridgwater and a pastoral mentor, Tracey Dalloway who can be contacted through the school office.

IF YOU ARE CONCERNED ABOUT THE SAFETY OR WELFARE OF YOUR CHILD OR A CHILD YOU KNOW, YOU SHOULD ACT WITHOUT DELAY. You can do this by contacting Karen Bridgwater our safe guarding officer.

Our child protection policy can be found in the policy section of our website. Please note this document is updated annually.



School Uniform

Boys Winter	Boys Summer
Dark grey/charcoal trousers - not light grey or black White polo shirt Navy blue sweatshirt or jumper – preferably with logo Black shoes - no trainers or heavy boots	As opposite but with the option to wear dark grey/charcoal short trousers.
Girls Winter	Girls Summer
Grey trousers, skirt or pinafore White polo shirt or blouse Navy blue cardigan, sweatshirt or jumper – preferably with logo Socks/tights – grey, navy blue or white only Black shoes – no trainers Hair accessories – blue or white only	As opposite but with the option to wear a blue gingham dress – any style White socks Black or white shoes/sandals (plain and flat heeled). We strongly recommend no jelly shoes or open toed sandals during warmer weather.
PE Kit for Rec-6 Pupils	
Plain white T-shirt Black shorts Black pumps/trainers Track suit for colder days outside	Please note: No jewellery should be worn Longer hair must be tied back
Reception Pupils Only	
Wellingtons Waterproof Coat	
Nursery Pupils Only	Nursery Summer
Grey joggers or grey skirt. White polo shirt. Navy blue cardigan, sweatshirt or jumper – preferably with logo.	As opposite but with the option to wear dark grey/charcoal short trousers or blue gingham dress – any style.

- **Fleeces are for outdoor wear only**
- **Jewellery – one small plain ring, a watch and stud earrings only – no bracelets or necklaces**
- **No nail varnish please**

The majority of these items are available from Julie Woodhouse at 'Uniformity' who is our preferred supplier.

Her contact telephone numbers are: 01384 832137/07970 625484. Please look out for notices confirming dates when Uniformity will be in school.

Home Learning

You play a crucial role in the education of your child and we always endeavour to work in partnership with all our parents and carers, as this ensures our children achieve their very best. We understand that you will want to support your child in the completion of their homework and should you need any help or guidance in doing so, please do not hesitate to contact class teachers.

Language and Communication plays a vital role in children's personal, social and emotional development as well as their literacy skills. In order to make friends with peers and build relationships within the class, children need to be able to talk to each other about their feelings and preferences.

What can you do?

- Share books and ask key questions about the story, characters, setting or language.
- Role play games such as tea parties, teddy bears picnic.
- Engage with your child in water, sand and play dough activities.
- Use chalk, paint or felts to draw pictures together
- Engage in research projects that link to the theme of the week in school, for example mini beast hunts, autumn walk etc...
- Play phonics games on line or simple "I spy"
- Look for numbers or shapes in the environment.
- Develop 1-1 counting skills, ie count all the red cars you can see.

Completing home learning enables children to develop their language skills on a 1-1 basis with an adult. Research projects at home also exposes children to new words and phrases, developing their understanding further.

Nursery Homework

- Children are encouraged to share books at home every night. Parents are asked to complete their reading diaries once a week which is transferred to the group reading rocket for individual reading rewards throughout the year.
- Children are also encouraged to complete phonics activities based on phase one from "Letters and Sounds", as well as maths activities which can be accessed via the nursery blog.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

Medicine

If your child needs to take medication up to 3 times a day, we ask that you administer this at home before school, after school and at bedtime.

If your child needs to take medication up to 4 times a day, we may administer a dose in school. In order for us to do this the medication needs to have been prescribed by a doctor. The medication needs to have a pharmacy label on it stating who it had been prescribed to, how often it is to be taken and what the dosage is.

You will need to bring the medication to the school office and complete the relevant paperwork confirming these instructions.

Due to the age of the children they may occasionally have soiling accidents. Please ensure you have signed the permission letter that agrees to staff being able to change your child's clothes if they have an accident.

Returning to School after an Injury

If your child is returning to school having sustained an injury, e.g. bone fracture, or requires additional care following a medical appointment, please contact the school office immediately in order for an appointment to be arranged with a member of staff, so your child's needs can be discussed before they return to nursery.

Punctuality

The gate to Nursery is opened at 8:30am for the morning session and 12:15pm for the afternoon session. Children need to be in nursery by 8:45am and 12:25pm, ready for registration. If you arrive after these times you will need to report to the school office. You will need to sign your child into school as they will have missed registration into Nursery. This will be recorded as late or absent on the register. Please ensure you are on time to collect your children from Nursery, however in unforeseen circumstances please contact the office if you are going to be late.

The school office is open each day during term time from 8:15am – 3:45pm. If your child has an appointment, please report to the school office before collecting your child from the Nursery so that amendments can be made to the register for health and safety purposes.

Absence Due to Ill Health

On your child's first day of absence you need to contact us to report the reason for absence. You should do this by telephoning the school's absence line on 01384 816740, choose option 1 and leave your name, the child's name, class and reason for absence. This will then be marked appropriately onto your child's class register. You will then need to ring the school office each day of the absence.

Absence Due to a Medical/Dental Appointment

Please show a copy of the appointment card/letter to the school office prior to the medical appointment.

Family Holiday in Term Time

If you choose to take your child on a holiday during term time you need to complete a request for leave of absence form, at least 15 days prior to the holiday, and return it to the school office. These are located on the display unit in the main reception area. Any holiday taken by children during term time is registered as an unauthorised absence.

Contacting School with Any Issues or Concerns

<https://petershillprimary.org/Contact-Us>

If you wish to contact school, please visit the school website and the “contact us page” for our email address and phone number.

If you have anything you would like to discuss, please initially contact your child’s key worker. As you can appreciate it is difficult for a key worker to be available during the school day, therefore please contact the school office and the key worker will make efforts to speak to you as soon as conveniently possible, either by phone call or by arranging a meeting. If the matter is not resolved to your satisfaction, then please make an appointment with the nursery teacher, who will meet with you at the earliest convenient time. We would encourage parents to only request an appointment with a member of the Senior Management Team if the matter has not been resolved following conversations with the teacher and key worker.

Governors

We have a board of Governors who meet regularly with the Headteacher and school leaders to ensure we are delivering a good level of education and meeting statutory requirements. This is a voluntary position therefore our Governors do not work in school on a day to day basis, they do however oversee, support and challenge school leaders on matters of school improvement. The Governing Body is made up of parents who are elected by a parent vote, teaching and non-teaching staff and local authority representatives.

The full and current make up of our Governing Body can be found on our website, along with the areas for which they take responsibility.

Pupil Information

Upon starting school parents/carers are asked to provide personal information relating to pupils. Each year we will ask you to confirm information is up-to-date and accurate or to amend as necessary. We will inform you of how we may share information with other organisations and why. Throughout the year, if any details change, eg emergency contact numbers, please remember to notify the school office immediately.

Staff Structure

Headteacher

Deputy Headteacher – KS1

Deputy Headteacher – KS2

Assistant Headteacher – Nursery & EYFS

Year Group Leader – Year 6

Year Group Leader – Year 5

Year Group Leader – Year 4

Year Group Leader – Year 3

Year Group Leader – Year 2

Year Group Leader – Year 1

Year Group Leader – Reception

Year Group Leader – Nursery

Class Teachers

Intervention Teachers

Teaching Assistants

Cover Supervisors

Inclusion Manager/SENCO

Pastoral Mentor

Learning Mentor

Business Leader

Office Manager

Attendance Officer

First Aid Assistant

Finance Assistants

Admin Assistants

Receptionist

Site Manager

Site Assistants

Cleaners

Midday Superintendents

Supervisory Assistants