



# **Dalmain School**

## **Nursery**

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## Headteacher's Welcome



Welcome to Dalmain Primary School, and to our vibrant and thriving Nursery. Our school is a happy blend of eager, enthusiastic children with friendly, dedicated staff and governors, and a hugely supportive community that makes Dalmain such a wonderful place to learn.

We nurture and celebrate all children while providing the highest quality of education through rich and varied learning experiences and hope that the information included in this brochure will provide helpful information

about our Nursery provision and your child's first steps into education. We are passionate about instilling a life-long love of learning and it is through the wide range of opportunities on offer at Dalmain that pupils can gather an understanding of the world around us and develop their ability to ask questions and to think critically. Through the inclusive and enriched curriculum, children develop their social, spiritual, physical and emotional skills, and are supported to think in a way that builds **resilience** and confidence through self-reflection and ownership of learning.

However, we cannot achieve our aims without you, the parents. There is overwhelming evidence that children make greater progress when their parents are involved with and are supportive in the learning process, and we believe that our association with parents is one of our greatest assets and of benefit to all concerned, not least of all the children. The education process is all-encompassing and cannot be split into 'home' and 'school', particularly at this critical stage in a child's early development. The influences of one will reflect on the other and it is for this reason that it is essential that we work together to form a partnership based on mutual trust, common aims and clear intention.

You have been your child's first educators and the process now continues in a partnership between home and school, and we very much look forward to getting to know you more and to working together to ensure the best outcomes and experiences for our young learners. We hope that you find the following information helpful and please do not hesitate to speak with any of our wonderful Nursery Team or myself if you have any further questions.

**Erika Eisele**  
**Head Teacher**

## Our aims

We aim to provide a happy, stimulating environment, encouraging independence through active learning where every child is valued and has equal opportunities. We endeavour to create an atmosphere which is safe and orderly where children can learn to integrate with others in a caring and sensitive manner. We aim to support the children in the formation of good relationships, positive attitudes, socially acceptable behaviour and self-discipline.



## Learning Through Play

We believe that well planned play, both indoors and outdoors, is the key way in which young children learn with enjoyment and challenge.

We structure our day to include:

- Three short, active and fun carpet sessions
- Two long periods of uninterrupted free play

Adults engage with children in their play – encouraging, discussing, questioning, modelling language, or setting challenges to support learning.

## The Staff

The staff work very much as a team and look forward to welcoming you to our school. Here are some of the staff you are likely to meet.



**Ms Miles**  
Nursery Class Teacher



**Ms Joyce**  
Reception Teacher  
&  
EYFS Phase Leader



**Ms Jackson**  
Music Specialist  
Teacher



**Ms Sewani**  
Assistant Headteacher &  
EYFS SENCo



**Mrs Wilkinson**  
Safeguarding &  
Behaviour Lead



**Ms Thurley**  
Whole School SENCO

## Early Years Foundation Stage

### Areas of Learning and Experience

We follow the Early Years Foundation Stage (EYFS), the statutory curriculum for children from birth to five.

The Early Years curriculum comprises of seven areas. There are three **prime areas**, which are fundamental through the EYFS and which underpin learning in all other areas. Learning in these areas contributes to the proper development of your child's brain.



#### **Personal, social and emotional development**

Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives.

As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world. During the Reception year children develop a sense of themselves and others, they form positive relationships and learn to share and be sensitive to the needs of their peers.

#### **Communication and language**

Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds and we aim to create language-rich environments within our provision. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments.

#### **Physical development**

Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. Fine and gross motor control must develop together in an integrated way, so that children can achieve what they set out to do. Children are given lots of opportunities to be active throughout the day and both indoors and outdoors. This range of physical activities helps them to develop their co-ordination, strength and balance.



As children grow, the prime areas will help them to develop skills in four **specific areas**.

### Literacy

Emphasis is given to the development of emergent writing skills, the use of marking materials (pencils, pens, felt-tips, etc.) and the value of the written word. The sharing of books and stories is an essential element of language development. Nursery children are encouraged to select and borrow two books which parents are required to take ten minutes per day to read with them. In addition to our extensive range of books, we also have a Story Sacks lending library, which encourages parental involvement and provides activities to enhance the children's reading experience. Children are engaged in sound discrimination games (identifying different sounds), singing and chanting nursery rhymes and action songs to develop their early literacy skills.

### Mathematics

Through structured play, the children are encouraged to develop and improve their skills in counting, understanding and using numbers, learn about shapes and measures and to copy and create patterns.

### Understanding the World

The children take part in a wide range of activities to increase their understanding of people both now and in the past, how and where they live and work. This is an early development of the skills, ideas and knowledge necessary to the understanding of **history and geography**.

The children are involved in scientific activities, which excite and provide enjoyment while fostering a sense of curiosity, awe and wonder. The activities enable them to use all their senses, to observe the biological and physical world, to notice patterns, predict outcomes and test their ideas. **Technology** is used to enhance the curriculum and give the children other dimensions to their learning.

### Expressive arts and design

Children are given opportunities to explore a wide range of materials to make and build. They are introduced to a repertoire of songs and music and to different ways of moving. As the year goes on they are encouraged to express their thoughts and ideas using a wide range of mediums.



## Assessment and Parent Teacher meetings

Children are assessed through observations which are gathered as practitioners engage with them in play. These observations inform our planning and a number of them will be uploaded on to Tapestry, your child's online learning journal, which you will have access to view.

Your child will have a specific week each term when they are 'in focus' when practitioners will observe them more closely. Prior to this, we will give you a consultation sheet to take home. Your input at home during this week will help us to find out more about your child's interests and how they are progressing. During the Autumn and Spring terms, you will be invited to have a parent teacher meeting where we will discuss your child's progress and plan next steps with you.

At the end of the Summer term you will be provided with a written report summarising your child's strengths and interests.

At the start of each term, you will receive a bulletin on Tapestry, outlining the learning for the term, as well as any other notices and reminders.



## Planning for your child's learning journey

Next week we will be focusing on \_\_\_\_\_. We will be observing them while they play to find out more about their interests and how they are progressing.

We value the knowledge and understanding you have of your child and would really appreciate it if you would share this with us so that together we can plan activities to meet your child's needs. This will help us plan for their future learning and development.

Is there anything significant happening in your child's life at the moment, e.g. visits, holidays, new pets, family celebrations? Is there anything you would like to tell us about your child?

List three things that your child is particularly enjoying at the moment:

List three things you would like to know about your child's learning journey:

Please return this sheet by \_\_\_\_\_ so that we can add your thoughts and ideas to the planning process. Thank you ☺







## The Learning Environment

The Nursery environment consists of an indoor area and an outdoor area, 'our garden'. The children have access to all of these areas and can choose where to play for most of the day.



## Reading at home

We have an exciting and inviting book corner with a range of picture books. Your child is welcome to take home two books every day. These books are perfect for sharing at bed time or in a quiet moment on the sofa. Please take the time to record any reading you do in the 'reading record' that will be in your child's bag.





## Forest School

All children in Nursery take part in weekly Forest School sessions in our own Wildlife Garden. These sessions are led by trained practitioners, who deliver a long-term holistic experience, aimed at inspiring children to achieve and develop their self-confidence and self-esteem. As part of our provision, we provide very simple resources for children to dig, use a mud kitchen, hunt for bugs or build dens.

Children often choose to climb trees, jump, or lie in the mud and play pretend games with their friends. During Forest School sessions, children experience the joys of unstructured play and spending time in and exploring the natural environment, as well as making connections between different areas of learning and showing high levels of co-operation with others.



## Nursery Daily Routines

8:45	Children arrive
9:00	Hello time and registration
9:15	Learning through play in and outdoors
10:00	Snack time
11:30	Tidy up and prepare for lunch
11:45	Celebrate achievements/story time Home time for part time morning children
12:30	Outdoor play
1:00	Phonics Play
1:15	Learning through play in and outdoors
3:00	Celebrate achievements/story time
3:15	Home time

## Arrival Routine

Please **help** your child to:

1. Hang their coat on the labelled coat hook.
2. Place their book bag in the box
3. Place drink label on either a cup (for water) or a carton of milk.
4. Place their name card on the name wall (self-register)
5. Ensure your child is settled at an activity before leaving.



### a) Punctuality

Please arrive before 8:45 so you are ready to enter the classroom as soon as the doors are open. You should return to the classroom **BEFORE** the end of the session so you are ready to collect your child as the session ends.

Punctuality is a learned behaviour, and this is one of the important ways in which you can support your children throughout their time at school.

### b) Release of Children

Children are only released to someone with parental responsibility, unless we have been informed beforehand that someone else will be collecting them. This can happen in two ways:

- You inform the school office of a regular arrangement which we note on our management information system, for example an after-school club which collects every day, or a grandparent who collects every Wednesday, or a childminder who collects on Mondays and Thursdays.
- You contact the school office before 2.30pm on the day, either by email, telephone or in person at reception, to let us know that someone else will be collecting.

If the person collecting is on our management information system as an authorised contact, or is already known to us (e.g. another parent who is recorded on our system) then the name is all the information we require and we will pass a Collection of Children

form to the class teacher before the end of the day to inform them.

If the person collecting is not known to us, or is not an authorised contact, we will ask for a home address and mobile number that we will record on the Collection of Children form and which can be used for identification purposes. (Please let us know if you would like to add someone to your list of authorised contacts.)

If someone is on the system as an authorised contact but does not have a regular pattern of collection, you will need to let us know **on every occasion that they collect your child**. For safeguarding reasons, it is extremely important that we know exactly who is collecting each child every day and we will not be able to release your child unless the above procedures have been followed.

### c) Absence

Please notify **Nursery/School Staff** if possible, in advance of any absence. This is especially important if your child is ill as we can alert other parents to look out for similar symptoms. In order to reduce the risk of the spread of infection to other children and staff, children who are ill in any way should stay at home until they are completely well. If your child has been vomiting, please do not send them to school for at least 48 hours.

### d) Clothing

We see school uniform as children's 'work clothes.' Lots of our play is messy so please don't be surprised if children come home with dirty uniforms. Although aprons are provided for messy activities in the Nursery, please send your child in **sensible, washable, practical clothing enabling the child to cope when going to the toilet etc**. We do not recommend dungarees, **belts with buckles**, trousers with difficult fasteners etc. These might prove difficult for your child and cause them to have toilet accidents.

As Nursery education involves both indoor and outdoor activities please ensure that your child wears clothing appropriate to the weather. This should include coats and hats for cold weather, sun hats, sun cream and cool clothing for warm weather. **Please mark all clothing and footwear clearly with your child's name.**

Toys should not be brought into the Nursery unless requested. Jewellery should not be worn to school since it is often lost and can cause injury. We particularly recommend that children do not wear looped or dangling earrings, as serious accidents can be caused if they are caught in equipment or clothing.



## Parents as Partners

You are your child's first educator and we value the contribution you make to your child's learning every day. By working as a team, families and teachers have the best chance of supporting your child's development and extending their learning. The following is a list of useful activities for you and your child to work on at home BEFORE and DURING your child's time in the Nursery:

- |   |   |
|---|---|
| <input type="checkbox"/> Dressing and undressing                              | <input type="checkbox"/> Fastening zip and buttons                          |
| <input type="checkbox"/> Using cutlery correctly                              | <input type="checkbox"/> Turning taps on and off                            |
| <input type="checkbox"/> Using scissors                                       | <input type="checkbox"/> Singing Nursery rhymes                             |
| <input type="checkbox"/> Re-telling stories and rhymes                        | <input type="checkbox"/> Drawing pictures                                   |
| <input type="checkbox"/> Building with construction toys                      | <input type="checkbox"/> Matching things which are the same                 |
| <input type="checkbox"/> Noticing differences between things                  | <input type="checkbox"/> Recognising their name                             |
| <input type="checkbox"/> Can tell you his/her whole name                      | <input type="checkbox"/> Recognising colours                                |
| <input type="checkbox"/> Simple counting of everyday objects                  | <input type="checkbox"/> Listening to stories and rhymes                    |
| <input type="checkbox"/> Holding pencils, crayons and paint brushes correctly | <input type="checkbox"/> Arranging things in order of size, colour or shape |

Please try to spend a little time daily looking at picture books, reading stories and singing nursery rhymes. Try playing simple games like Snap and Lotto, encouraging your child to take turns and to manage challenging emotions, like not winning at a game.

If your child wishes to write at home please avoid writing in capital letters, for example:

JANET	X	Janet	✓
PAUL	X	Paul	✓

AND, MOST IMPORTANTLY, TALK TO AND WITH YOUR CHILD. LISTEN TO THEM. ANSWER THEIR QUESTIONS AND ASK THEM QUESTIONS **ON A DAILY BASIS**.

**Before your child starts nursery they need to be toilet trained and out of nappies and trainer pants.**

## Food & drink

### Snack Time

Each day, milk is available free of charge and a healthy snack of fruit is also provided. Water is available for those who do not require milk.

### Lunch Time

According to NHS choices, a balanced lunchbox **should** contain starchy foods like bread, rice, potatoes or pasta; protein foods like meat, fish, eggs or beans; dairy item like cheese, yoghurt, smoothie and a portion of fruit and vegetables. We ask that parents **do not** include chocolate spread, chocolate bars, peanut butter, nuts, juice, flavoured water or sweets. We encourage children to eat healthy meals at lunchtime.

### Celebration

We celebrate each child's birthday in the Nursery with candles and a song at the end of the session. On this occasion only, If you would like to provide a cake or sweets, please talk to the Nursery staff. We also participate in a number of religious and cultural celebrations including Easter, Harvest, Christmas, Chinese New Year, and Diwali. The children are made aware of the cultures and beliefs of others, and are encouraged to talk about their differences.

We hold small- scale parties for the children to mark the end of the summer term and to celebrate Christmas.



## Contact Us

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Headteacher: Ms Erika Eisele

Deputy Headteacher: Mrs Sarah Rose