

Welcome to Dalmain Primary School Nursery

This booklet aims to give a brief overview of the curriculum as well as providing key information about Nursery.

School Telephone: 0208 699 2675

Website: www.dalmain.lewisham.sch.uk

attendance@dalmain.lewisham.sch.uk

Stay and Play Dates

- ▶ Wednesday 11th June 3.45 - 4.30
- ▶ Wednesday 18th June 3.45 - 4.30
- ▶ Wednesday 25th June 3.45 - 4.30



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 Staff



Ms Eisele
Headteacher



Ms Cavanagh
EYFS Leader
Reception Teacher
&
Year 1 Leader



Ms Sewani
Assistant Head & Inclusion Team
Leader



Ms Wilkinson
Safeguarding and
Behaviour Leader

Ms Barr
Nursery Teacher

Our Aims

Our aim is to provide your child with a safe, stimulating and caring environment. Through this your child will learn through play and they will develop a love and a passion for learning. This is the beginning of their learning journey, and we are honoured to be supporting and guiding them along the way.



Our School Rules



1. Follow instructions by all school adults.

“Good listening.”

1. Keep hands, feet and objects to yourself.

“Kind hands.”

1. Use kind and respectful language.

“Kind words.”

Our School Values

Adventure

Acceptance

Teamwork



We are an inclusive school



- We foster an inclusive environment that respects and celebrates diverse backgrounds cultures and the diverse needs of all children as they develop at their own pace and in their own unique way.
- We promote awareness and respect by teaching children about different traditions, values, perspectives, thus promoting respect , empathy, patience and understanding.
- Every child is a valued member of our school.



Absence

At Dalmain we recognise the importance of developing positive habits with regard to attendance and punctuality and aim to promote the value of good attendance with families. If your child is ill, please phone the school office in order that we can mark the absence appropriately in the register. If your child should suffer from sickness or diarrhoea during the course of the year, please keep them at home for 48 hours. (This is in line with NHS guidance). Please notify us in advance for medical appointments where possible.

Accidents and Medication

- ▶ If your child has a minor accident, we will inform you via Medical Tracker. Should they bump their head, we will call you to inform you as well as send you a Head bump letter via Medical Tracker. If your child becomes ill or has a more serious injury, they will be looked after by someone qualified in first aid and you will be contacted.
- ▶ We can only administer medication that is prescribed by a doctor. If you require us to administer medication, please go to the main school office where you will be asked to complete a Medical form. Asthma medication is kept in a medical box and should be labelled with written instructions as the dosage and the name of the child. You are also required to fill in a medical form. Some children in our school need individual care plans and these are set up with parents, the School Nurse and the Inclusion Team.

Lunch times and Snack times

We want the children to develop positive eating habits early on. Children's early experiences with food can shape future eating habits. This can impact children's long-term health including maintaining a healthy weight, and good oral health.

- ▶ Lunch and snack times are an important part of the Nursery day.
- ▶ The children have lunch in the Lower Hall, supervised by paediatric trained staff.
- ▶ Lunch is a 'family dinner style service.' Adults and children gather around the table in a relaxed environment.
- ▶ The children help to lay the tables and clear away their own plates when they have finished. This helps to develop their independence and self-esteem as they take greater responsibility.
- ▶ Children are supported to serve themselves. This helps to develop their fine motor and social skills and build their independence. Over time, the children learn to regulate their own portion size, comfortable in the knowledge that they are welcome to help themselves to seconds if they are still hungry.
- ▶ Adults encourage children to try new foods and talk about healthy eating and different tastes and textures.
- ▶ At 12.30 the children continue with their activities.

Packed Lunches

- ▶ Your child may bring a packed lunch to school if you do not want a school dinner.
- ▶ There are new government guidelines about nutrition and food safety in the Early Years.
- ▶ Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).
- ▶ Healthy options please – no chocolate and being a nut free school no nuts or peanut butter.



The Nursery Environment

The Nursery environment is carefully thought out to provide opportunities for open-ended, collaborative play. It is a low arousal environment, with cosy and quiet areas to retreat to. It includes a large block area, reading corner, creative arts area, water tray, messy play area, mark making area, role-play corner and small sand area.

We also have a large outdoor area which is divided into two sections. The children have access to all these areas and can free flow for most of the day. The only time that this does not happen is during an adult directed, carpet time learning session.



Nursery Routines

8:45	Children arrive and self register, hanging their name on the tree. Children are supported to settle into free flow activities.
9:00	Morning carpet time – hello song
9:05-9:15	Phonics – listening games
9.15	Free flow and focus activities
10.55	Snack time in small groups
11:15	Tidy up time
11:30	Story time
11:45	Part time morning children are collected
11:45 – 12:30	Lunchtime in the Lower Hall, Part time children arrive at 12.15.
12:30	Free flow
1:30	Maths circle time
2.30	Tidy up time
3:00	Story time – PSED focus
3:15	Home time

The EYFS Curriculum

- ▶ Play underpins our approach to learning - children learn by playing and exploring, being active and thinking creatively and critically. We want our children to develop resilience, independence and a sense of well being. Children will make their own decisions about where they learn best and therefore the whole EYFS environment will be rich in opportunities across all areas of learning.



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 EYFS Curriculum

- ▶ The curriculum design in the EYFS comprises of seven areas of learning and development, from the Early Years Foundation Stage Framework.
- ▶ At Dalmain we follow an open-ended book and topic-based approach, using ‘I wonder’ questions to broaden children’s thinking processes, develop their speech and language skills, and to build confidence in their ability to express themselves. This also gives us the flexibility to follow the children’s own interests. The Nursery staff plan really exciting and stimulating learning through play activities from these interests.

Area of Learning	Aspect
Prime Areas	
Personal, Social and Emotional Development	Self Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Communication and Language	Listening, Attention and Understanding
	Speaking
Specific Areas	
Literacy	Word Reading
	Writing
	Comprehension
Mathematics	Numbers
	Numerical Patterns
Understanding of the World	People Culture and Communities
	The Natural World
	Past and Present
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

Forest School

All children in Nursery take part in weekly Forest School sessions in our own Wildlife Garden. These sessions 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.

We will let you know Forest School sessions start.



Music

We also have a weekly Music lesson with our specialist music teacher, Ms Jackson.

The children enjoy learning new songs and playing instruments. They explore sounds and by doing so they learn about pitch, melody, beat and rhythm.

These sessions are great fun and help to develop the children's listening and attention as well as their phonological awareness – early phonics.



Working in partnership with parents - curriculum updates and support

You will regularly receive updates on Tapestry explaining what learning will be happening, as well as other notices and reminders.

We organise workshops and coffee mornings for parents and carers to attend to talk about our curriculum and how we can work together to best support your child. Topics covered have included: Early reading, Early Maths, Phonics and nurturing your child's emotional development.

We invite parents and carers into the classrooms for a Stay and Read sessions on Friday mornings. We will let you know when these are running.



Working in partnership with parents - parent teacher meetings.

Autumn and Spring terms - A parent teacher meeting to discuss your child's progress and plan next steps with you.

1 'focus week' per term ' - where practitioners will observe your child more closely and will explore their interests.

At the end of the Summer term – a written report summarising your child's strengths and interests.

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.

Reading at home

Research shows that regularly reading at home with your child helps to nurture a lifelong love of reading and hugely benefits their language development. It also strengthens your relationships and is fun!

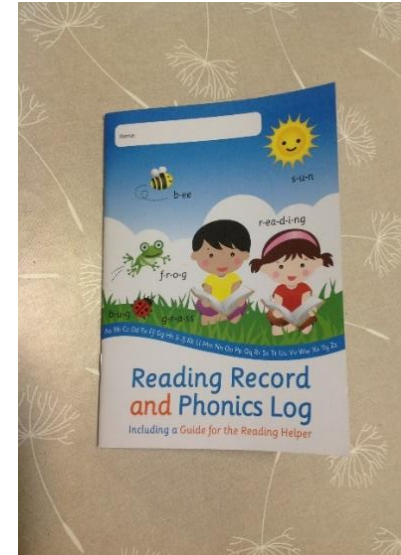
Children will be given one book from our early reading scheme per week.

This is for them to read at home with you.

They will be changed weekly, every Thursday.

Children are also encouraged to choose picture books from our 'books to borrow box.'

They may read these many times over and then choose another.



Clothing and Weather

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 Nursery please note that paint or playdough always manages to sneak onto clothing somehow.

As Nursery encompasses 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.** A spare set of clothing and wellies, all labelled, are essential for your child to have at school.

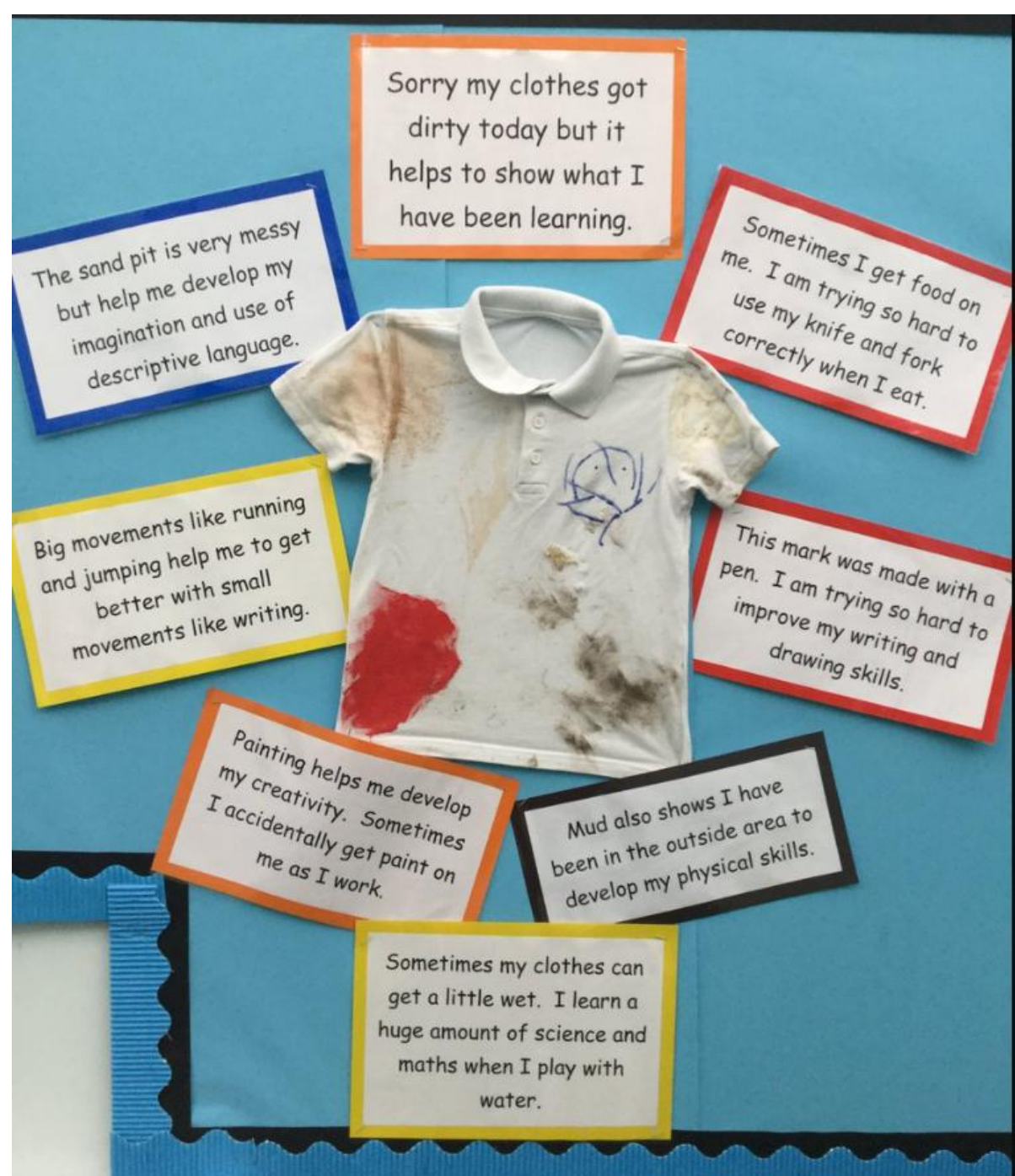
We encourage and support children to be more independent. As such, we recommend shoes with Velcro or buckle fastenings which are easier for the children to manage more independently.

Toys should not be brought into the Nursery unless agreed with the the teacher. 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, dangling earrings or necklaces, as serious accidents can be caused if they are caught in equipment or clothing.

Label everything!



Getting messy is ok!



Independence

Independence is a key skill. Before they start Nursery, please encourage your child to:

Use the toilet independently.

Wash their hands.

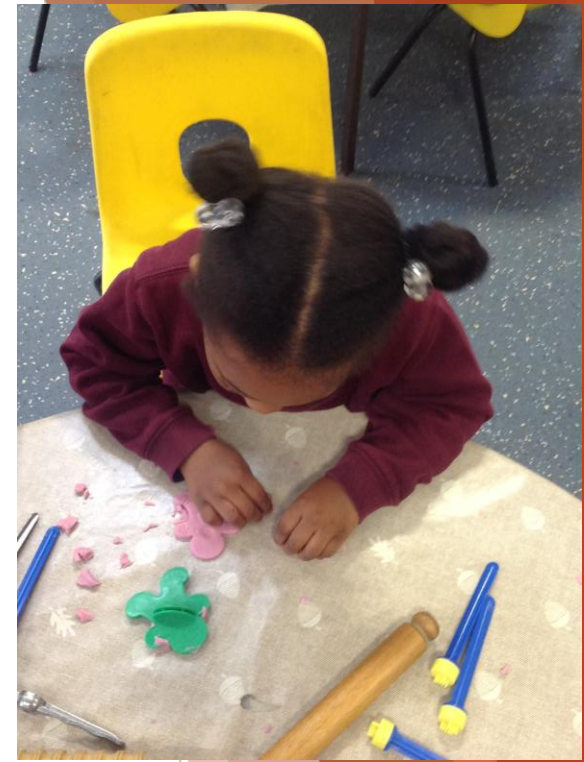
Get dressed and undressed by themselves.

Put their own coat on and take it off.

Put their shoes and socks on and take them off.

Help with tidying up at home.

Help you with meal preparation (lay the table, wash, peel and cut the vegetables, etc.)



Settling in Week 1

We work in partnership with you to support your child to feel safe and secure in the Nursery environment.

From the information gathered from enrolment forms, google forms, previous settings and stay & plays, we carefully plan how best to suit your child's needs.

A gradual and staggered settling timetable enables staff to build relationships with individual children and help them to settle them into Nursery routines.

The children are split into 2 groups and the hours that they attend gradually increase.

	Monday 8th September	Tuesday 9 th September	Wednesday 10 th September	Thursday 11 th September	Friday 12 th September
Soft start 8:45/ 9 – 10:30 For the first session, parent/carer stays for the first 45 mins – 1 hour, then leaves and returns.					
9 – 11:30					
9 - 12:30					
9 – 2:00					
9 – 3:15					

Settling in Week 2

- ▶ The children are split into 2 groups and the hours that they attend gradually increase.
- ▶ We want your children to feel excited and happy coming into school.
- ▶ If it is done correctly from the beginning, then we are off to a great start.
- ▶ If the settling in period is not suiting your child, then we will discuss it with you and adapt the hours accordingly.

	Monday 15th September	Tuesday 16 th September	Wednesday 17 th September	Thursday 18 th September	Friday 19 th September
Soft start 8:45/ 9 – 10:30 For the first session, parent/carer stays for the first 45 mins – 1 hour, then leaves and returns.					
9 – 11:30					
9 - 12:30					
9 – 2:00					
9 – 3:15					

Home Visits-

Wednesday 3rd-Friday 5th September

- ▶ Home visits are an important part of the settling process. They help us begin to get to know your child and their interests. They also help your child to see us as safe and trusted adults.
- ▶ The children always remember this and find it quite special that their teacher came to see them in their own home.
- ▶ It is very informal and friendly: we bring along an iPad to take a picture of your child and you.
- ▶ This enables us to create personalized coat pegs and to create a corner of the classroom where family photographs are displayed.
- ▶ A google form was sent to you informing you of the home visits and asking for your 2 preferences. If you have not filled this in, please do so as soon as possible.

How to support the settling process

- ▶ Talk positively about the change. Reassure them that it's ok to feel nervous, but Nursery will be lots of fun! Remind them of other times they have felt nervous about trying new things.
- ▶ Enjoy buying and trying on school uniform, school bags and using their water bottle.
- ▶ Try to keep to your routines and where possible, minimize other changes.
- ▶ Speak to staff if you have any concerns – communication is key. **Remember, all children are different, and some will require more support than others.**
- ▶ Be mindful of your own emotions. Your child will pick up on your emotions, so if you appear happy and calm this will help to reassure them.
- ▶ Be strong and be prepared for tears. Children often get upset, especially to start with, but that isn't necessarily a sign that something is wrong. A swifter goodbye is usually easier for children to manage.
- ▶ Have trust in the Nursery staff's expertise. Staff have supported children through this transition many times. We want you and your child to succeed – lets work together to support your child through this process.