

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 17th June 3.45- 4.30**
- **Wednesday 24th June 3.45- 4.30**
- **Wednesday 1st July 3.45- 4.30**



Our Staff



Ms Eisele
Headteacher



Ms Cavanagh
EYFS Leader
And
Teacher



Ms Sewani
Assistant Head & Inclusion Team
Leader



Ms Wilkinson
Safeguarding and
Behaviour Leader

Our Aims

- Our aim is to provide your child with a safe, happy and nurturing environment where they feel valued, secure and excited to explore the world around them.
- Through play-based learning, your child will develop confidence, curiosity and a genuine love of learning, discovering new skills at their own pace.
- This marks the very beginning of their learning journey, and we feel privileged to walk alongside you and your child—supporting, encouraging and celebrating every step of their growth.





Our School Rules

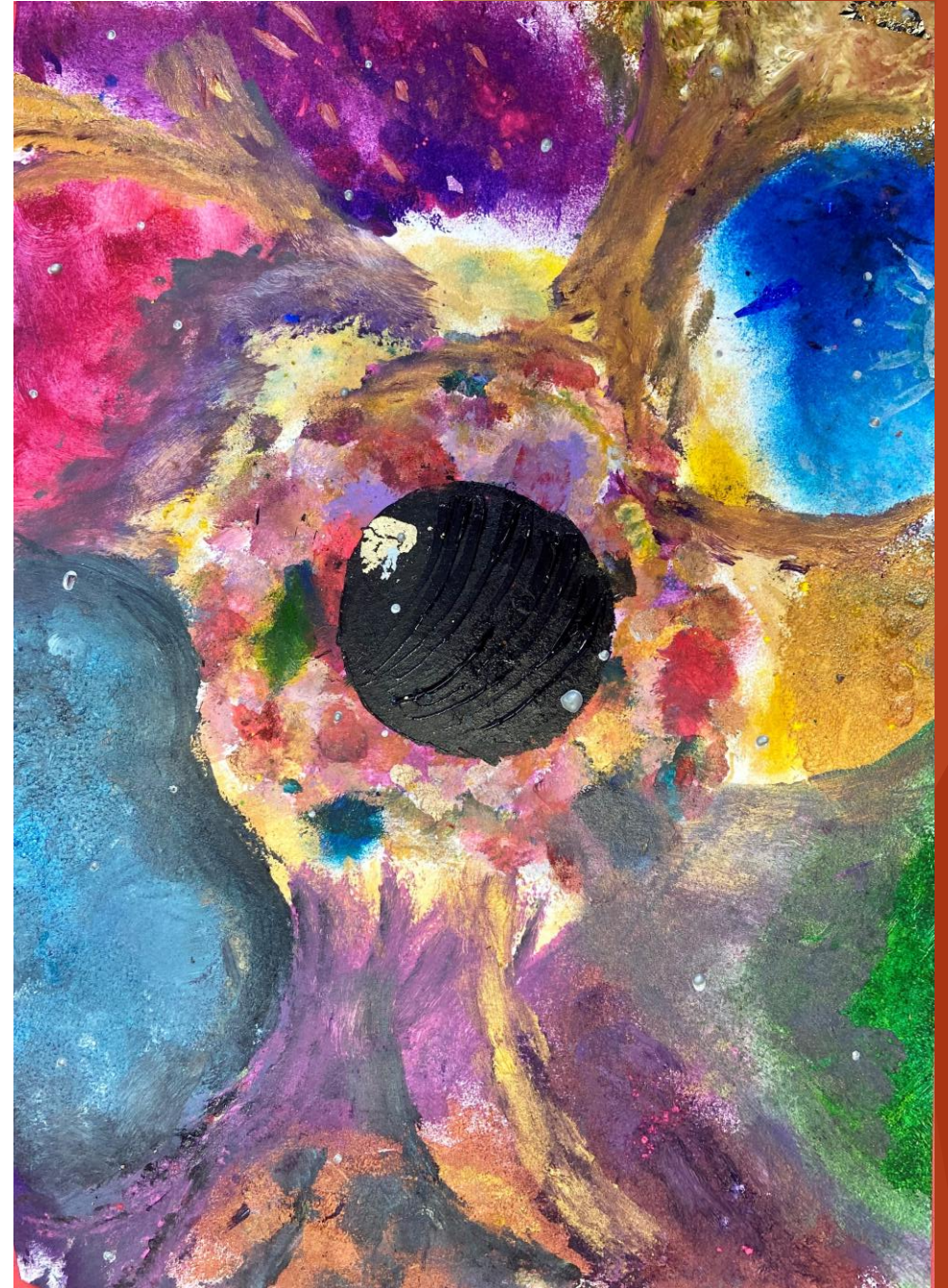
- Follow instructions by all school adults.
“Good listening.”
- Keep hands, feet and objects to yourself.
“Kind hands.”
- Use kind and respectful language.
“Kind words.”





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

- We recognise the importance of developing positive habits regarding attendance and punctuality and aim to promote the value of good attendance with families.
- If your child is ill, please phone the School Office so that we can mark the absence in the register.
- If your child should suffer from sickness or diarrhoea during 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

- **Minor accident:** we will inform you via Medical Tracker.
- **Head bump:** we will call you to inform you as well as send you a Head Bump Letter via Medical Tracker.
- **Becomes ill or has a more serious injury:** they will be looked after by someone qualified in first aid and you will be contacted.
- **Medication:** can only administer medication that is prescribed by a doctor. If you require us to administer medication, please go to the School Office where you will be asked to complete a Medical Form.
- **Asthma:** medication is kept in a medical box and will be labelled with written instructions as the dosage and the name of the child. You are also required to fill in a Medical Form.
- **Individual Care Plans:** these are set up with parents, the School Nurse and the Inclusion Team.

Snack Times & Cooking

- Snack times are an important part of the Nursery day.
- The children have a choice of milk, water, fruit, vegetables and a carbohydrate on different days.
- We ask children to bring in a water bottle daily.
- Please let us know about any allergies.
- We will also be cooking healthy items and the occasional treat for different celebration weeks.


Lunch Times

- At 11:10 the children are taken to the Dining Hall by their teachers.
- The lunch time staff take over and support the children in collecting their lunch, taking it to the table, eating it, clearing their plates and then playing outside in the Nursery playground.
- Meals need to be ordered ahead of time via our online catering company App on a Friday ready for the following week.
- All children are monitored by Paediatric First Aid Trained staff




Bloom Community Kitchen

AUTUMN LUNCH MENU

Week 1	MAIN 1	MAIN 2	DESSERT	SUPER SALAD SIX	INFO
Monday	<u>Plant Packed Lasagne</u>	Tofu Tacos, Refried Beans	Apple Cake	Butternut Squash Sauté, Cucumber, Peppers, Broccoli, Coleslaw, Runner Beans with Leaves	<p>Served Daily:</p> <ul style="list-style-type: none"> • Freshly Baked Bread • Milk (dairy & non-dairy) • Water (infused & plain) • Fresh Fruit <p><u>Underlined dishes contain seasonal produce, at its best right now!</u></p> <p>Most dishes can be made Gluten Free by prior arrangement. All meat is Halal.</p> <p>Find Out More:</p> 
Tuesday	<u>Chilli & Rice, Hint of Spice</u>	Chicken & Thyme Meatballs, Ragu, Bulgur Wheat	Fruity Yogurt	Tomato Salsa, Cucumber, Coleslaw, Spinach, Red Cabbage, Sweetcorn	
Wednesday	<u>Cheeky Pie (Leek & Potato)</u>	Tuna & Veg Power Pasta	Oatmeal Cookie	Beetroot Salad, Cucumber, Peppers, Potato Salad, Broccoli, Kale Crisps	
Thursday	Soba Noodles, Edamame, Pak Choi	<u>Beef & Bean Chilli, Rice</u>	Banana Bread	Tomato Salsa, Cucumber, Peppers, Sweetcorn, Edamame, Runner Beans with Leaves	
Friday	<u>Rustic Cheese Pizzette</u>	Jerk Chicken, Sweet Potato Fries	Frogurt	Yellow Rice Salad, Cucumber, Radishes, Cherry Toms, Pak Choi, Kale Crisps	


Key:-

Celery	Cereals/ Gluten	Crustaceans	Eggs	Fish	Lupin	Milk	Molluscs	Mustard	Sesame	Soya	Sulphur Dioxide	Vegetarian	Vegan

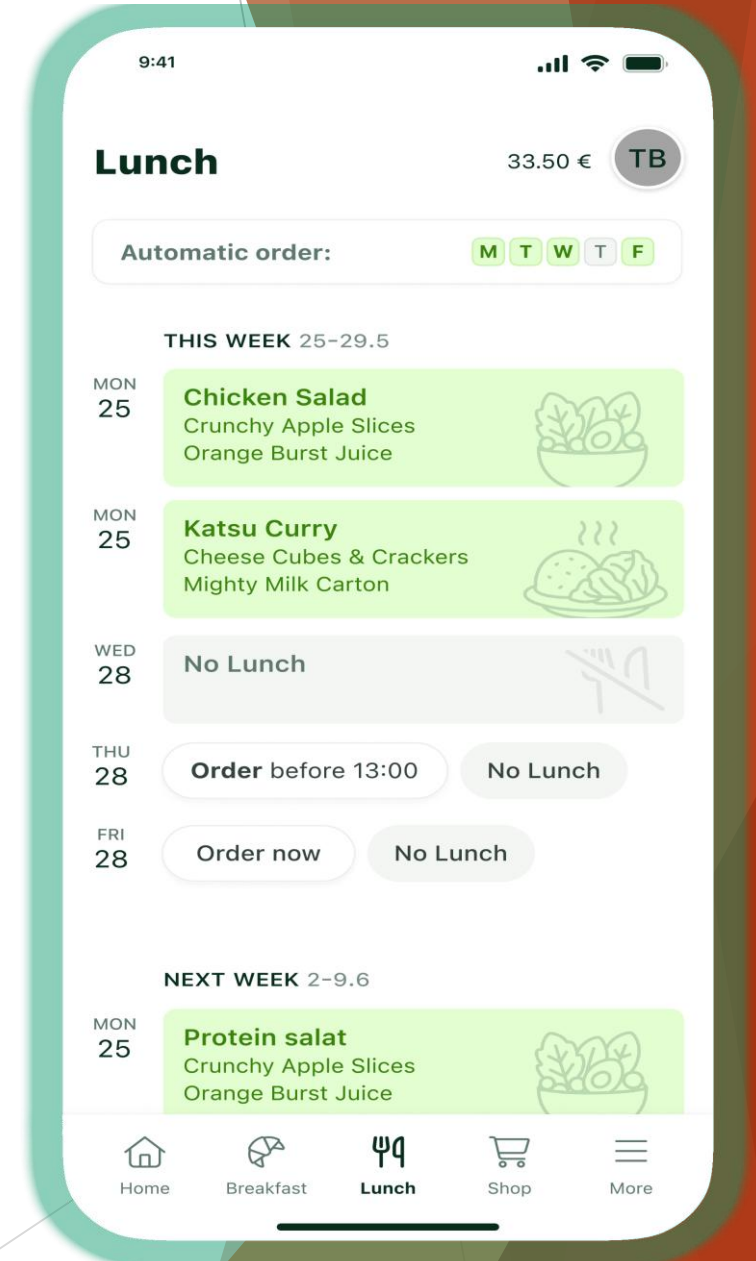
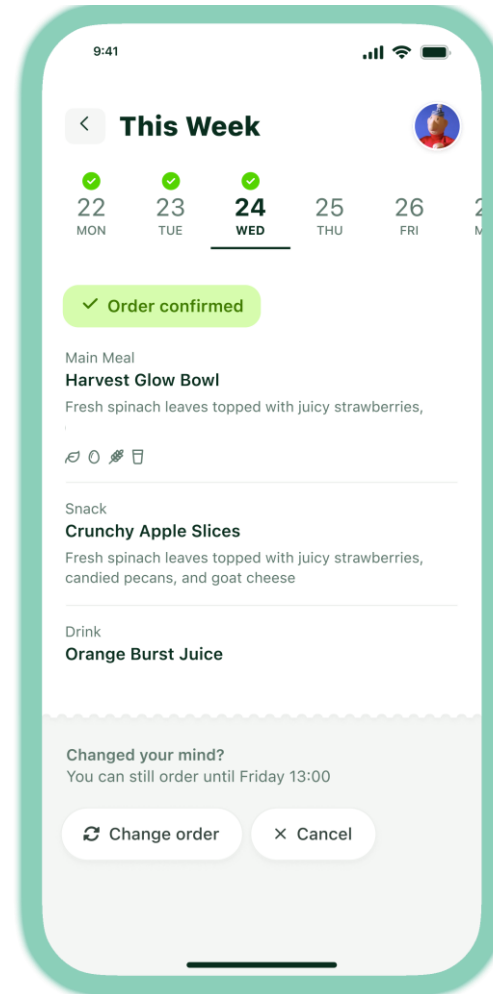
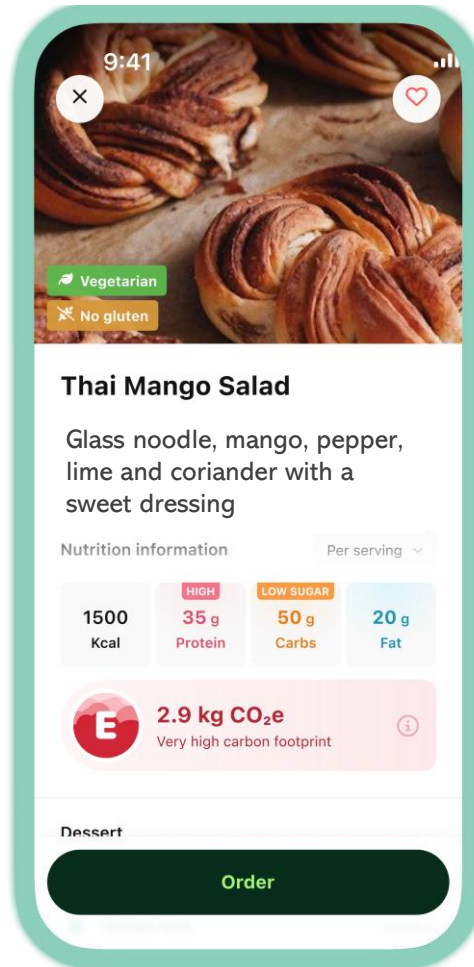


Bloom
- COMMUNITY KITCHEN -

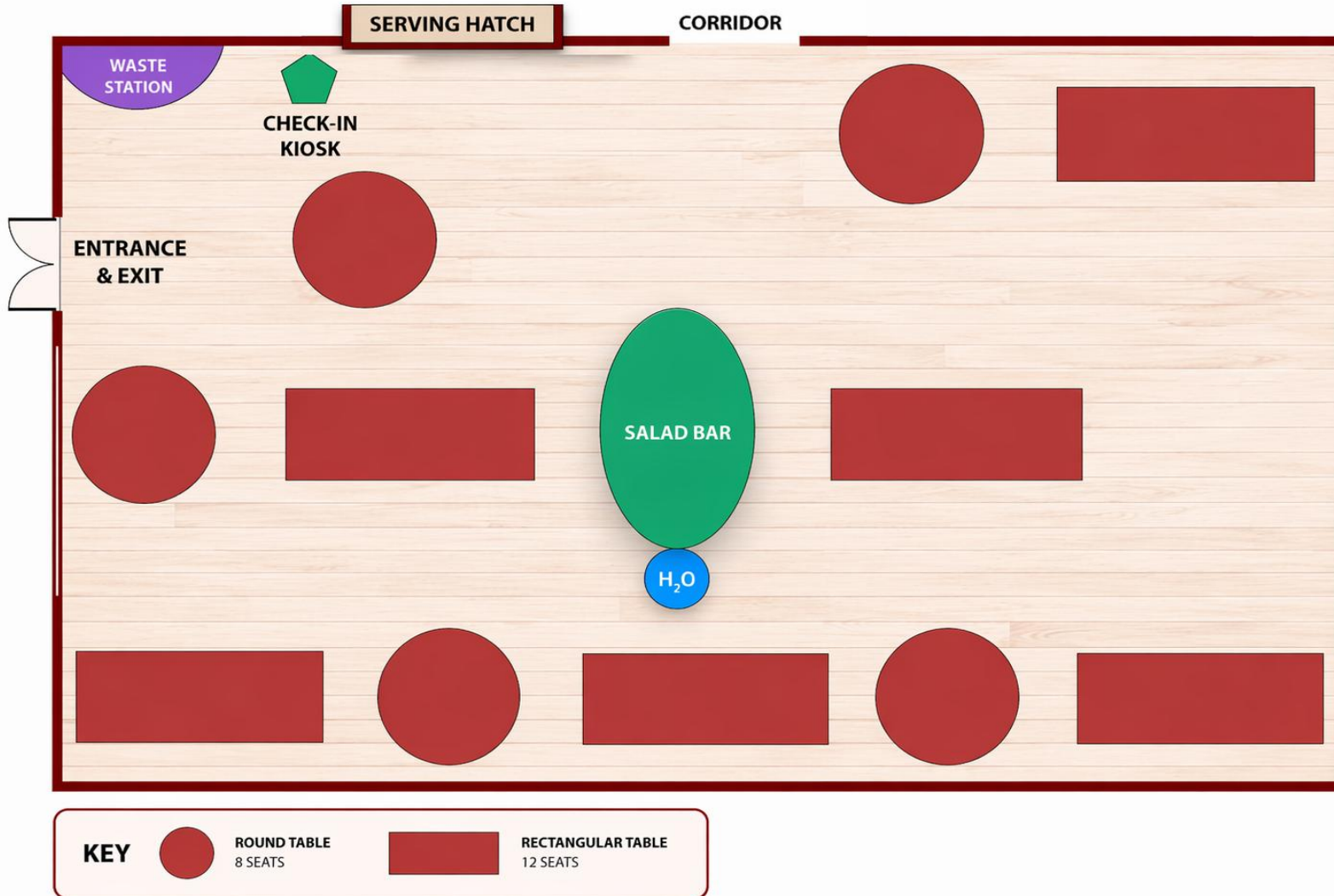
Dalmain Primary School



Bloom Community Kitchen



Bloom Community Kitchen



The EYFS Curriculum

Development Matters

These statements show the areas of learning and development that children in nursery will be working towards.

Nursery (3–4 year olds)

The most important thing is that every child is happy, healthy and safe and that they develop a love of learning.



Communication and Language

- Listen to others in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Use talk to organise themselves and their play.
- Use a wider range of vocabulary.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Manage their own basic hygiene and personal needs.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop the skills they need to manage their own care needs.

Literacy

- Enjoy sharing books with an adult.
- Show interest in books and print in the environment.
- Recognise their name in print.
- Write some or all of their name.
- Engage in extended conversations about stories, learning new vocabulary.

Mathematics

- Have a deep understanding of number to 5, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Compare quantities using language: more than, fewer than.
- Explore and represent patterns within numbers up to 5, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about the lives of the people around them and their role in society.
- Know some similarities and differences between things in the past and now.
- Explore the natural world around them.
- Understand some important processes and changes in the natural world.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Characteristics of Effective Learning

These underpin all learning and development.

Playing and Exploring – engagement

- Find out and explore.
- Play with what they know.
- Be willing to have a go.

Active Learning – motivation

- Be involved and concentrate.
- Keep trying.
- Enjoy achieving what they set out to do.

Creating and Thinking Critically – thinking

- Have their own ideas.
- Make links.
- Choose ways to do things.

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. Children are supported to settle into free flow activities.
9:00	Morning carpet time – hello song
9:05-9:15	Phonics – listening games in small groups
9.15	Free flow and focus activities
9.40	Snack time and free flow/focus activities
10.45	Story time
11:00	Lunch time
11:45	Part time children are collected
12:00 – 12.30	Free flow
1:30	Maths circle time
2.30	Tidy up time
3:00	Story time – PSED focus
3:15	Home time



Forest School

- All children in Reception 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 and Art

- We 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.
- The children have a weekly art lesson with our specialist art teacher Mr Roberts. They will explore colour and process art through a variety of different textures and mediums.



Working in Partnership with Parents

- 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 in to 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

- 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 them 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 with your child at home helps to nurture a lifelong love of reading and hugely benefits their language development. It's also strengthens your relationship and is fun!
- Children will be given one book from our early reading scheme per week to read at home. These are changed weekly on Thursdays. It has no words and is specifically designed to encourage discussion and extend language.
- 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.

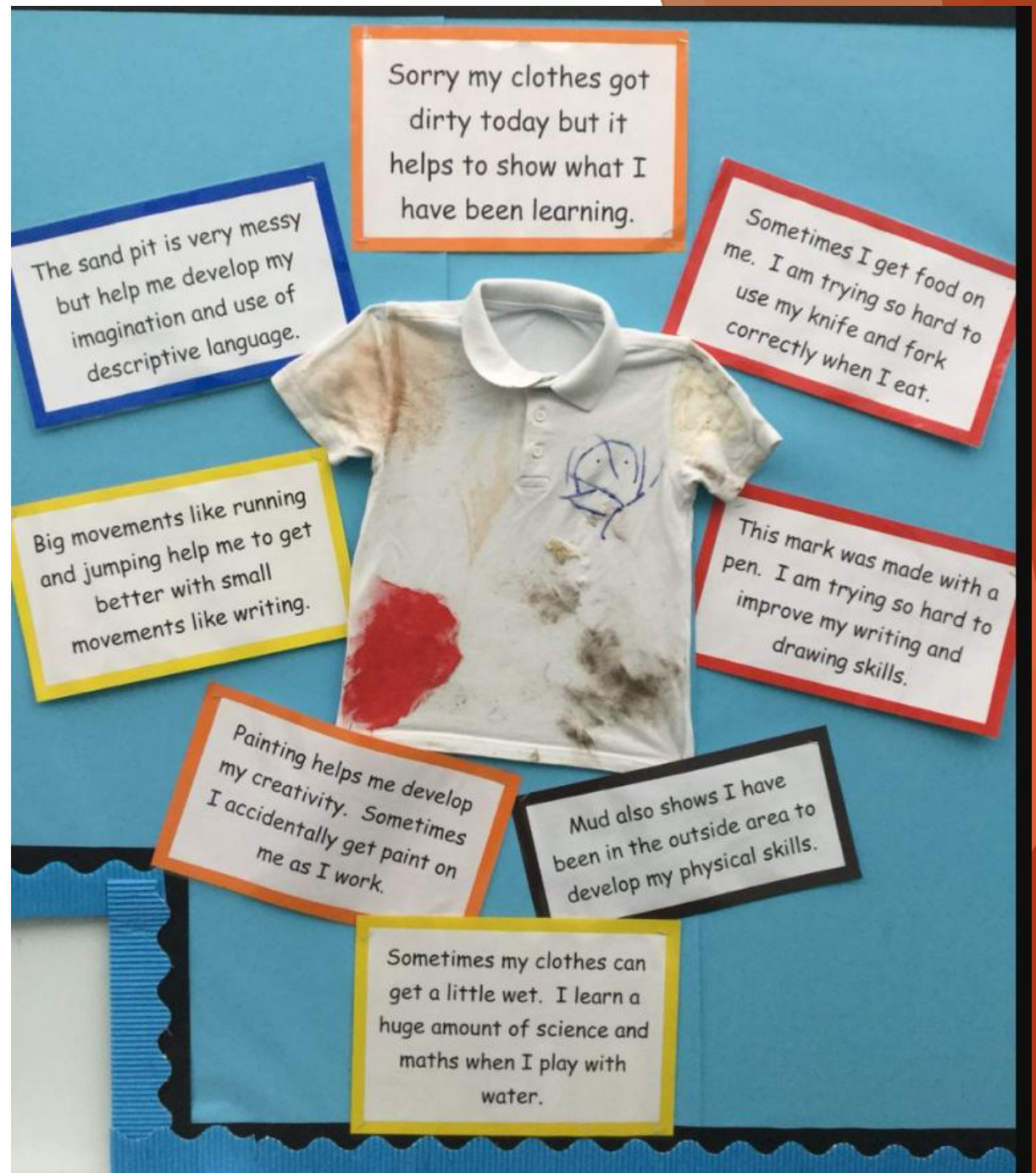


Clothing & Weather

- 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.
- **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. Elasticated trousers and skirts. No belts that are difficult to open.**
- 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.
- If you would like to send in a set of waterproofs – please do so. We go outside in all weather conditions.
- Toys should not be brought into 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, dangling earrings or necklaces, as serious accidents can be caused if they are caught in equipment or clothing.
- Label everything!



Getting messy is ok!



Transition Visits To School

- We look forward to welcoming you and your child to our Transition Visit Meetings, which will take place in the Nursery.
- These visits will last for 15 minutes. They are a lovely opportunity for families to meet with the Nursery teacher, discuss the information shared on your forms, and talk through any questions, worries, or important details about your child before they start school.
- We hope this approach provides a comfortable and welcoming start for everyone.
- Please complete the Google Form and then we will then contact you to confirm the date and time.

Nursery Transition Visits

Please select your preferred session:

- Thursday 4th September 8.45 – 11.45 A.M.
- Thursday 4th September 1.00 - 3.20 P.M.
- Friday 5th September 8.45 – 11.45 A.M.
- Friday 5th September 1.00 - 3.20 P.M.

Please add your child's name , 1st preference and 2nd preference on the Google Form.

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; Choose it, use it, put it away.**
- **Help you with meal preparation (lay the table, wash, peel & cut the vegetables, etc)**



Settling in

- We work in partnership with you to support your child to feel safe and secure in their new Nursery environment.
- A gradual and staggered settling timetable enables staff to build relationships with individual children and helps them to settle them into Nursery routines.
- Individual children's needs will be taken into consideration and an extended period of settling in will happen through discussion between home and school.
- We want your children to be confident, secure and happy at Nursery.
- This gradual start truly helps to secure that.



Settling in - timetable Group 1

	Monday 7 th September	Tuesday 8 th September	Wednesday 9 th September	Thursday 10 th September	Friday 11 th September
Soft start 8.45– 10:30 For first session, parent stays for first 45 mins – 1 hour, then leaves and returns					
8.45 – 11:45					
8.45 - 12:30			Stay for lunch	Stay for lunch	Stay for lunch
8.45 – 2:00					
8.45 – 3:15					

Settling in - timetable Group 2

	Monday 14th September	Tuesday 15th September	Wednesday 16th September	Thursday 17th September	Friday 18th September
Soft start 8.45 – 10:30 For first session, parent stays for first 45 mins – 1 hour, then leaves and returns					
8.45 – 11:45					
8.45 - 12:30			Stay for lunch	Stay for lunch	Stay for lunch
8.45 – 2:00					
8.45 – 3:15					

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.



THANK

YOU