

# Bushfield Road Infant School

## NURSERY POLICY

SPRING 2016

## **Mission Statement**

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident life-long learners.

## **Communication and Interaction**

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations. Almost everything we do, in and out of school, depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional well-being.

For that reason, across all areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to The Communication, Interaction and Literacy policy for further information.)

## **Introduction**

This policy refers to the children we take into our School Nursery, from the school year they are four until they begin in Reception. It is a distinct stage and is important both in its own right and in preparing children for later schooling. The Foundation stage, in both the Nursery and Reception classes, prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

## **Aims**

The aim of our Nursery is to foster the development of skills, attitudes and concepts in a stimulating and safe learning environment. We aim to enable our children to become increasingly mature, loving, independent and free thinking members of our school. We foster a philosophy of becoming a lifelong learner and strive to give pupils the tools and experience to do this from an early age.

## **Our Philosophy**

We believe it is essential that skills and concepts are acquired in the context of a stimulating environment for learning which makes optimum use of first-hand experience. These conditions will facilitate the development of imagination and creativity and will also ensure that each child develops positive attitudes towards the learning process.

We believe that the atmosphere in our Nursery should be one where each child can feel happy and secure. Each child is respected for what he/she individually has to offer. Praise and recognition of effort is essential for success in an environment in which a child feels safe to 'fail'. Mistakes and failures are regarded as a valid stage of learning. Each child is given a framework in which he/she can exercise responsibility for themselves and others. All our children have equality of opportunity regardless of their gender, creed, colour and special educational needs.

Our children experience the Foundation Stage curriculum through the medium of play. Play is the vehicle we use for exploring new experiences, enabling our children to acquire control of their bodies and minds, and to master tools and materials.

We believe it is essential that we have good communication between all those who care for our children. Parents are welcomed as partners and relationships are firmly based on mutual respect and trust.

### **Enterprise**

We have a whole school focus on Enterprise activities. This is delivered through 6 Enterprise characters that represent relevant skills. In Nursery we use stories and games to introduce the children to three of the characters - Timmy Teamwork, Mr I Can and Connie Communication. Each term we plan an Enterprise project to help the children learn about each of the skills.

### **Organisation**

#### **Staffing**

- 1 full time teacher
- 2 full time Early Years Practitioners
- 2 part-time Early Years Practitioners
- 1 full time Teaching Assistant.

#### **Options**

Children in the Nursery attend for 15 hours a week over two and a half days. They choose either Option 1, Full days on Monday and Tuesday and half day on Wednesday morning, or Option 2, half day on Wednesday afternoon and full days on Thursday and Friday.

#### **Number of children**

The Nursery has room for 39 children on each Option.

#### **Session Times**

##### **Option 1:**

Monday and Tuesday: 9am - 3.15pm

Wednesday: 9am - 11.30am

##### **Option 2:**

Wednesday: 12.45pm - 3.15pm

Thursday and Friday: 9am - 3.15pm

#### **Lunch time**

Children are supervised by four Teaching Assistants, one Level 3, over the lunch time period from 11.30am - 12.45pm. Children have their lunch in the Main school hall with the Reception and Key Stage 1 children. They also spend time in the Nursery playing a range of activities outside as well as singing songs and listening to stories.

#### **Transition into Reception**

The children in Nursery are invited to attend all Main school events such as discos and fairs. In the Summer term, Nursery children begin to attend whole school assemblies and join the main school for morning playtimes on the playground.

The Reception teachers visit the Nursery prior to entry into the reception class. This enables the nursery children that are staying at Bushfield to spend time with their new teacher. These children also spend a morning in their new class towards the end of the Summer term. A meeting is held in the Summer term for the parents of the new reception children. At this meeting they meet their child's new teacher and are given a parent booklet and asked to sign the home school agreement.

Nursery children that aren't staying at Bushfield are encouraged to visit their new school for transition visits during the Summer term. We also encourage teachers to visit the Nursery to meet the children and have a discussion with their key worker. A transition form is filled in by the Nursery teacher and passed on to their new school along with their profile folders.

### **The Learning Environment**

We believe the context for learning is vital and will help to determine the quality of that learning. Additionally it should:-

- welcome parents as partners;
- complement, enrich and extend the child's previous learning experiences;
- provide a happy, secure, caring and supportive environment;
- encourage the development of attitudes, concepts, skills and knowledge;
- provide first hand experiences for each child;
- foster the development of imagination and creativity;
- ensure each child's development of independence, confidence and a positive attitude towards themselves and the learning process;
- celebrate children's achievements and be a record of their work as well as a resource for learning;
- be attractive and relevant, encouraging development;
- be well presented, well organised, aesthetically pleasing and offering a wide range and balance of activities.

### **Teaching styles and strategies**

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. Children develop rapidly during the early years, physically, intellectually, emotionally and socially. They are entitled to provision which supports and extends knowledge, understanding, skills and confidence and helps them overcome any disadvantage.

Early Years' experience should build on what children already know and can do. It should also encourage a positive attitude and disposition to learn and aim to give protection from early failure.

Effective learning and development for young children requires high-quality care and education by practitioners.

To be effective, an Early Years curriculum should be carefully structured and should have the following strands:

- Provision for the different starting points from which children develop their learning making sure that these build on what they can already do. Pre-school and playgroup links provide a basis for this planning for future learning.
- Planned and purposeful activity that provides opportunities for teaching and learning both indoors and outdoors.
- Opportunities for pupils to engage in activities planned by adults as well as self-initiated activities.
- Practitioners must be able to observe and respond appropriately to children, informed by a knowledge of how children develop and learn and a clear understanding of possible next steps in their development.
- Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process and help them make progress.
- Use of ICT to support learning.

## **Organisation of the Curriculum**

### **Planning**

The Early Years Foundation Stage Profile is used to plan from alongside the Development Matters document. All areas of learning are included in the planning process:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A two year cycle of topics is followed to ensure continuity, progression and coverage of the Early Years Foundation Stage Profile from Nursery and into Reception.

Planning is broken down into Long, Medium and Short term planning. Planning for the continuous provision areas indoors and outdoors is completed weekly as well as adult led focus tasks and small group activities.

### **Prime areas of learning**

#### **Personal, Social and Emotional Development**

We aim to ensure each child develops a positive self-concept, to appreciate and respond to others and have self-discipline. We must foster within our children attitudes, values and beliefs ensuring they will become responsible, caring individuals within our multi-cultural society.

We try to ensure each child develops self-confidence, independence, cooperation, sense of achievement, self-awareness, self-discipline and the ability to share and mix. They need to be able to appreciate another person's point of view and adapt a sense of value. They also need to develop skills to manage their own behaviour and adapt their behaviour to a range of different situations.

## **Communication and Language**

We aim to enable our children to communicate clearly their needs, feelings, thoughts and experiences. They need to develop listening and attention skills to enable them to participate as speakers and listeners in a range of situations.

## **Physical Development**

We aim to enable each child to use his/her body effectively and confidently. We strive to develop gross and fine motor skills and encourage children to use these skills both practically and creatively. We promote a positive attitude to a healthy way of life. An emphasis is put on children meeting their own needs and becoming independent and self-reliant. This includes managing their own personal hygiene including using the toilet appropriately and developing independent skills of dressing / undressing and feeding themselves.

## **Specific Areas of learning**

### **Literacy**

We aim to develop readers and writers providing the foundations for future learning in our Nursery. We ensure each child develops in expressive and receptive language and is able to enjoy books and record appropriately. We begin with Phase 1 phonic activities in the Autumn term to develop listening and attention skills before introducing Phase 2 letter sounds in the Spring and Summer term. We encourage mark making activities through adult led and continuous provision and aim to develop name recognition and name writing skills where appropriate.

### **Mathematical Development**

We hope to enrich the children's opportunities for exploration and investigation of mathematical concepts. We ensure development for each child in colours, shapes, sorting, setting, matching and patterns. We aim to develop their counting skills, number recognition and the use comparative language. We provide opportunities for predicting, estimating, measuring, problem solving, and developing an awareness of time. These are recorded if appropriate.

### **Understanding of the World**

Children develop knowledge and understanding of people and communities, the world and technology. We explore different festivals and cultures and encourage the children to develop a curiosity in their surroundings. The children need to develop skills of exploration, investigation, observation, description, prediction, problem solving and recording. We provide opportunity to develop skills with a range of technology including computers, iPads, Beebots and cameras.

### **Expressive Arts and Design**

Children develop skills by exploring and using different media and materials including music, movement and arts and crafts. They also develop their imagination through role play activities and using construction materials.

## **Observation and Assessment**

The observation and assessment of individual children's work is used to inform planning and differentiation, so that each child's existing skills, knowledge and understanding can be taken into account. Each child's level of attainment is noted ensuring each child is working at his/her level of capability

Baseline assessment is completed within the first three weeks of entry into Nursery. Results are used to inform planning, set targets and identify SEND and Gifted and Talented pupils.

Each child is assigned a key worker who is responsible for collecting evidence to show the progress the child has made on the Foundation Stage Profile. Evidence includes observations, both planned and incidental, photographs and copies of children's work.

Individual profiles are shared with parents at stay and chat sessions and parents contribute to this profile termly by completing sheets sent home.

## **Tracking**

Results of the on entry Baseline are used to inform the predicted level of pupils on entry into Reception. These are shared with the Head teacher and used to set performance management targets for the teacher and Early Years Practitioners.

Progress on the Foundation stage profile is checked termly with levels on the three Prime areas of learning and Literacy and Maths being tracked and shared with the Head teacher.

At the end of the last term in Nursery a report, on the seven areas of learning, is written and shared with parents. Pupil profiles are kept to monitor and record any social concerns.

## **Parental Involvement**

We believe in the importance of a successful partnership between parents and school.

Parents are invited to attend a parents meeting in the Spring term before their child begins in the Nursery in September. Home visits are made in September by the Nursery teacher and Early Years Practitioners prior to each child's entry into the nursery. They are also invited to an open session with their child in September prior to them beginning in Nursery.

Parents are regularly welcomed into Nursery through stay and chat sessions and regular singing performances. Parents are also invited to help with educational visits.

If there is any concern regarding any child's development or progress the parent will be advised and consulted at the appropriate time.

## **S.E.N.D.**

Observation and assessment of individual children ensures that each child is working at the appropriate level of capability. If a child's progress is causing concern the parents will be advised and consulted. The Head teacher and S.E.N. Co-ordinator will also be informed and consulted.

### **Equal Opportunities**

Teaching in the Nursery is in accordance with the present policy for Equal Opportunities. We aim to provide equal access for those children with SEND and those pupils who are very able and require extension activities.

### **Behaviour**

The Nursery uses a range of strategies to promote positive behaviour and encourage pupils to follow the Nursery rules. Strategies include:

- Putting beads in a jar for good behaviour. When the jar is full, the class is rewarded with a treat, usually half termly.
- Putting their picture on the sunshine for good behaviour.
- To discourage inappropriate behaviour, pupils are asked to put their picture on the storm cloud and time out is used where appropriate, using a minute timer.

### **Health and Safety**

The Nursery teacher will take a cohesive approach to safety which is in line with the schools Health and Safety Policy on:-

- Control of Substances Hazardous to Health (C.O.S.S.H.);
- Humberside Guidelines 'Actively Safe';
- 1st Aid, including the reporting of accidents;
- Child Protection;
- Physical Education;
- Registration;
- Outside Supervision;
- Discipline;
- Fire Drill;

### **The Role of the Early Years Coordinator**

- To advise the Head teacher of action required to develop the area.
- To provide guidance and support in implementing the Foundation Stage Curriculum.
- To encourage and assist staff in INSET
- To keep up-to-date by attending courses and feedback sessions.
- To purchase, organise and maintain teaching resources.