

# Bushfield Road Infant School



## Nursery Policy

Updated Autumn 2021      Next review: Autumn 2022  
The policy will be reviewed annually.

## **Bushfield Infant School Curriculum Intent**

Bushfield Infants is a school which recognises and respects difference; a calm, safe and inclusive school which celebrates the progress and achievements in all our children. A school which supports not only its pupils, but also their families.

Bushfield Infant school prides itself on integrity, values and high expectations and these qualities are what drive the school.

At the heart of the school is a broad and balanced curriculum, offering exciting challenges in a meaningful way, constantly encouraging children to learn and practice skills which will stay with them for life.

Raising standards, whilst supporting emotional well-being is a priority and the responsibility of every member of staff. An emphasis on language rich learning experiences promotes the communication skills which are fundamental to successful learning.

At the heart of the school curriculum, is an innovative and well embedded approach to teaching the key skills for future success.

**Communication, Teamwork, Resilience, Problem solving, Creativity and Financial awareness.**

Bushfield Infant School is a positive environment in which to work and learn, a safe place to take risks and accept challenge and most of all a community where we all strive to do the very best we can.

## **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.

## **Nursery Curriculum Intent**

At Bushfield Road Infant School Nursery, our curriculum recognises the uniqueness of individuals and enables all pupils to achieve their full potential. We understand the importance of building on the prior learning and skills that pupils have already developed in previous settings and from experiences at home. The skills pupils develop in Nursery are crucial to secure solid foundations for them to build upon, for future success.

Whilst at Nursery, our pupils develop physically, verbally, cognitively and emotionally, whilst embedding a positive attitude to school and learning. We provide a safe and stimulating learning environment in which pupils can take risks and are encouraged to take part in new experiences. We understand the importance of developing pupil's cultural capital and enabling pupils to acquire independence skills and have memorable experiences.

We recognise the importance of developing good relationships with parents and carers and the importance of sharing pupils learning journeys with them. Parents are welcomed as partners and relationships are firmly based on mutual respect and trust.

At Bushfield Road Infant School Nursery, we build resilience, ambition and integrity within our pupils and they leave Nursery with the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

## **Enterprise**

We have a whole school focus on Enterprise activities. This is delivered through six 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
- 1 full time Early Years Practitioner
- 2 part-time Early Years Practitioners
- 1 part-time Teaching Assistant

### **Nursery Hours**

The Nursery is organised to be flexible to meet the needs of the parents. Children can attend for full days from 9am until 3pm (6 hours) or half days from 9am until 12pm (3 hours). Those children that are entitled to 30 hours funding can attend for five full days or the funding can be split with another setting. Some children attend for the universal 15 hours and they also have the option of topping up these 15 hours as is needed. In this case a contract with the school is signed and the parent is billed half termly for these extra hours at a cost of £5.00 an hour. (See attached payment contract)

### **Number of children**

The Nursery has room for 39 children.

## **Session Times**

**Half Day:** 9am - 12pm

**Full day:** 9am - 3pm

## **Lunch time**

Children are supervised by three or four lunchtime supervisors, one of which is Level 3, over the lunch time period from 12pm - 1.15pm. Children have their lunch in the Main school hall with the Reception children. They also spend time in the Nursery playing a range of activities outside as well as singing songs and listening to stories.

## **Communication with other settings.**

At Bushfield Nursery we are committed to sharing information with other settings which our pupils attend regularly. Many of our Nursery children attend additional settings such as childminders and pre-schools so we strive to communicate with these providers regularly. At Bushfield we set up a communication book with the other provider which we write in weekly. We aim to share what we have been doing in Nursery that week, our half termly curriculum overviews and personal next steps for that child. These communication books are sent home with the child and are expected to be written in and returned to Nursery the following week.

## **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 childminder 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.

### **Organisation of the Curriculum**

#### **Planning**

The Statutory Framework for the Early Years Foundation Stage is a key document for planning the curriculum. This is supported by The Development Matters guidance. All areas of learning are included in the planning process:

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

The Nursery follows a topic based approach to ensure continuity, progression and coverage of the Early Years Foundation Stage Profile from Nursery and into Reception. The topics that are covered in Nursery are different to those in Reception. The topics have been chosen so they are interesting and exciting and appeal to both boys and girls. We also spend time looking at festivals and celebrations as they happen throughout the year such as Halloween, Bonfire Night, Christmas, Valentine's day, Pancake day, Easter and Eid.

The Nursery topics are:

- All About Me and my Family
- Stories and Rhymes
- Superheroes
- People Who Help Us
- Food Around the World
- Minibeasts.

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.

### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

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

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and managing personal needs independently. Through supported interaction with

other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. Gross motor skills provide the foundation for developing healthy bodies and social emotional well-being. Fine motor control and precision help with hand-eye coordination which is linked to early literacy development.

Through providing play opportunities, both indoors and outdoors, practitioners can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Children need to develop language comprehension as well as word reading. Language comprehension starts from birth and only develops when adults talk with children about the world around them and the books they share with them. Enjoying rhymes, songs, poems, stories and non-fiction texts in the Early Years provides an essential basis to develop reading skills.

### **Mathematical Development**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

Frequent and varied opportunities to build and apply understanding of these concepts will enable children to develop a secure base to develop mastery in Mathematics. The Nursery curriculum provides opportunities to also develop spatial reasoning skills across all areas of mathematics including shape, space and measures.

### **Understanding of the World**

Practitioners are focused on guiding children to make sense of their physical world and community through developing their personal experiences and knowledge and understanding of their environment. Visitors, visits, stories, non-fiction texts, songs and rhymes are used to develop their understanding of our culturally, socially, technologically and ecologically diverse world.

### **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with arts, enabling them to explore and play with a wide range of media and materials. Through regular participation in high quality and varied creative activities, children are encouraged to develop their imagination, understanding, self-expression, vocabulary and their ability to communicate through the arts.

## **The Characteristics of Effective Teaching and Learning**

There are three characteristics of effective teaching and learning which are used by practitioners when planning activities as well as for informing observations and assessments of children. These then inform planning for children's personalised next steps in learning.

1. Playing and Exploring - children investigate and experience things
2. Active Learning - children concentrate and keep on trying if they encounter difficulties as well as being proud of their achievements.
3. Creating and Thinking Learning - children have developed their own ideas, make links between ideas and develop strategies for doing things.

## **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. Evidence includes termly planned observations, incidental post-it note observations, photographs and copies of children's work. Each pupil is also given a writing book which is written in regularly during an adult led focused task.

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

The assessment of pupils' progress is made using detail assessment grids that have been developed by the Nursery and Reception teaching staff and uses The Development Matters Guidance as a basis. The assessment grids are organised into the areas of learning and are broken down into age bands, birth to 18 months; 18 months to 3 years; 3 years to 4 years and Reception.

## **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.

Pupil's individual progress is checked termly with age bands 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.

## **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 July by the Early Years Practitioners prior to each child's entry into the Nursery. They are also invited to an open session with their child in July prior to them beginning in Nursery. Visits to the children's previous settings are also carried out in the summer term where appropriate.

Parents are regularly welcomed into Nursery through termly stay and chat sessions and regular singing performances. Parents are kept regularly informed with half termly curriculum overviews and newsletters. Parents also have an individual home / school diary which is checked daily in Nursery and written in weekly. This informs the parents of the things that their child has been doing in Nursery and allows them to write any messages to the school staff. Parents are also encouraged to access information through our website which is regularly updated with relevant information.

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.D. 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:

- Simple key Rules are shared with children and displayed within Nursery:
  - Listening
  - Sharing
  - Caring
  - Walking inside
  - Using inside voices
- 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;
- 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.



## Contract for Payment of Nursery fees for Additional Hours.

### Policy Statement

At Bushfield Infant School Nursery we aim to keep our fees affordable and competitive and at such a level that we can provide childcare of the highest quality. Fees are currently £5.00 per hour and are reviewed annually to ensure that we continue to meet our objectives. As a registered childcare provider, we are in receipt of early years education funding (EYE) for eligible three and four year olds. Where extra hours are required in excess of funded hours, then fees are payable to Bushfield Infant School. Hours can be topped up in blocks of three hours at a cost of £15.00 per session.

### Procedures

Pre-school bills are produced half termly at the start of the half term. Fees are payable weekly and must be paid in full at the school office on the Monday of that week. Fees can be paid weekly, fortnightly or for the full half term but must be paid in advance of the sessions being taken. Fees are payable for all sessions booked, even if some are missed due to illness, holiday or other reason, in order that we may reserve your child's place. Failure to pay fees on time and in full could jeopardise your child's place and continued non-payment may result in your child's place being withdrawn in accordance with the procedure detailed under 'Late Payment and Non-Payment of Fees' below. Fees are payable either by cheque or cash and must be paid directly to the school office. Please do not send fee money into school in your child's book bag. Receipts are issued to Parents/Guardians for all cash payments. Please note that Parents/Guardians will be expected to pay any bank charges incurred by Bushfield Infant School as a result of their cheque being unpaid. If a cheque is unpaid, then Parents/Guardians will be expected to settle all future fees by cash.

**Please Note if fees are not paid for two consecutive weeks then Bushfield Nursery reserve the right to withdraw your child's additional hours.**

### Late Payment and Non-Payment of Fees Procedure

At Bushfield Infant School we expect Parents/Guardians to assist us with the smooth running of the school by ensuring that all fees are paid promptly. Obviously, we appreciate that from time to time, unforeseen circumstances may occur which result in late payment of fees. This is why we

are committed to resolving payment issues with Parents/Guardians as fairly and openly as possible and have adopted the following four stage approach:

**Stage 1** - if payment is not made in the week that it was due then the Nursery Teacher will have an informal discussion with Parents/Guardians to ascertain when fees are likely to be paid. If fees are paid in accordance with the payment plan agreed with Bushfield Infant School, then no further action will be taken. If not:-

**Stage 2** - the school will write to Parents/Guardians requesting payment/part payment by a specific date and/or a formal meeting to discuss the situation otherwise their child will no longer be able to attend Nursery for the additional hours. If no payment at all has been forthcoming by the specified date nor a payment plan agreed in writing (as detailed in Stage 2 above), then:-

**Stage 3** - the School will write to Parents/Guardians confirming that their child no longer has a place at the Nursery because of their non-payment of fees and that the School reserves the right to take further steps to recover the unpaid fees and any associated costs if there are no extenuating circumstances to the contrary.



## Payment Contract for Fees for Additional Nursery Hours.

This contract is between Bushfield Infant School Nursery and the Parents/Guardians of

\_\_\_\_\_

Under this contract the Parents/Guardians of \_\_\_\_\_ hereby agree to pay Bushfield Infant School the sum of £\_\_\_\_ per week for their child to attend Bushfield Road Infant School Nursery for an additional \_\_\_\_ hours per week.

The Parents/Guardians also hereby confirm that this sum will be paid weekly and they understand that the fees must be paid even if their child has not attended the session due to illness or holiday.

Should the Parents/Guardians be unable to make an agreed payment then they undertake to inform the School as soon as possible.

**Please Note if fees are not paid for two consecutive weeks then Bushfield Nursery reserve the right to withdraw your child's additional hours.**

Should the Parents/Guardians want their child to stop attending Nursery for additional hours, then two weeks' notice must be given in writing.

Signed Parents / Guardians: \_\_\_\_\_

Date: \_\_\_\_\_

Signed on behalf of Bushfield Infant School: \_\_\_\_\_

Date: \_\_\_\_\_



## **Payment Contract for Late Fees.**

This contract is between Bushfield Infant School and the Parents / Guardians of \_\_\_\_\_.

Under this contract the Parents / Guardians hereby confirm that they can afford to pay to Bushfield Infant School the sum of £\_\_\_\_ per week in settlement towards the arrears of fees totalling £\_\_\_\_\_ in respect of their Child's attendance at Bushfield Road Infant School Nursery.

The Parents / Guardians also hereby confirm that this sum will be paid every week on \_\_\_\_\_ commencing on \_\_\_\_\_ until all of the arrears have been repaid.

Should the Parents / Guardians be unable to make an agreed payment then they undertake to inform the School as soon as possible.

Signed Parents / Guardians: \_\_\_\_\_

Date: \_\_\_\_\_

Signed on behalf of Bushfield Infant School: \_\_\_\_\_

Date: \_\_\_\_\_