

ABOUT THE SCHOOL



Kingsland Nursery School

Eaves Lane, off Werrington Road, Bucknall, Stoke-on-Trent, ST2 9AS

INTRODUCTION

Dear Parents,

On behalf of myself and the staff, I would like to welcome you and your child to Kingsland Nursery School. We aim through this brochure to give you a flavour of our school and provide you with the necessary information to help you understand how the nursery operates.

*" Mankind owes to the child the best it
has to give
A child's life is fragile
If he is to have a tomorrow
His needs must be met today.
Many things can wait, but not the child.
Now is the time when his bones are
being formed
His blood composed, and his senses
developed
We cannot answer his `tomorrows'.
His name is `today'."*

(From the Chilean Poet: Gabriela
Mistral)

We hope that as a partnership we can work together and make **your** child's time with us happy, enjoyable and fulfilling. We have high expectations and see our school as serving the community and playing an important part in both yours and your child's life.

The staff are a team of dedicated professionals who are supportive and approachable. They are committed to creating a stimulating environment and delivering an effective Early Years curriculum to ensure ALL children succeed. We believe that "Every Child Matters", and will endeavour to support your child to:

- Be Healthy
- Stay Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Nicola Mulliner
Head teacher



THE SCHOOL TEAM

Head teacher

Nicola Mulliner

Teacher

Lorraine Ellis

Nursery Practitioners

Jane Leigh

Julie Atkins

Anne Dranko

Julia Scott

Donna Shufflebotham

Classroom Assistant

Trish Gater

Inclusion Assistant

Lesley Hunt

Office Manager

Mrs S. Ridgway

Site Supervisor

Mr K. Wallbanks

Cleaner

Mrs M. Daniels

Lunchtime Supervisors

Miss J. Wheawal

Mrs S. Shaw

Kingsland Nursery School,
Eaves Lane,
off Werrington Road,
Bucknall,
Stoke on Trent,
ST2 9AS

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STARTING SCHOOL

Admissions

Kingsland Nursery School is a 60 place setting offering full-time nursery education. Children are admitted in September and our policy for admissions is in line with the Stoke-on-Trent guidance.

Please be patient with us as the gradual induction is for the benefit of your child and may last up to a term according to individual children's needs.

Induction

In order for your child's entry into our nursery to be a happy and secure one, we have carefully arranged the following induction programme.

'Come & Meet us' sessions.

At this meeting you will meet the nursery staff, learn about the Foundation Stage Curriculum, and have the opportunity to meet other children and adults as well as finding out more about the nursery day.

Initial Meeting

In order to get to know more about your child before they start at the nursery we arrange either a home visit or a meeting between yourselves and your child's key worker. We also ask that you talk to your child and fill in the 'All About Me' book and return it to the Nursery.

Start Date

All children will be given an individual start date and details about which family group they will be in (either Red Ladybird, Yellow Duck, Green Frog, Blue Dolphin).

This induction has been developed into three stages. Once your child has settled at each stage they will move on to the next. We must emphasise that we follow a strict criteria which is set out in the Induction Policy, and will be adhered to.



HOW WE OPERATE

Our Nursery Day

The Nursery doors are opened at **8.50a.m.** and all children must be in Nursery by **9.15a.m.** Please help your child to register by coming into the Nursery and helping them to find their name. You are also welcome to settle your child at an activity before you leave. At the end of the day the doors will be opened at **2.45p.m.** Please ensure that all children are collected promptly by **3.00p.m.** In line with the primary school our school day on **Friday only** ends at **2.00p.m.** Doors will be opened from **1.45p.m.**

If your child arrives late for any reason please make sure that a dinner has been ordered. If children are taken out of school before the end of the school day please tell a member of staff and give the reason. On these occasions we ask you to sign your child out of school in the signing out book. If your child is absent from school for any reason, we need a letter, telephone call or verbal message. If your child is sick then they should be kept at home for twenty four hours after the sickness has cleared in order to reduce the risk of passing on any infections.

If your child is ill whilst at school we may contact you or your relatives so please remember to complete all the information sheets and return them to school. If you change your telephone number please don't forget to inform us. Also if you take a holiday during term time, please fill in the holiday form, available from the office.

In the interests of security all doors leading to Nursery are locked during school hours.

If someone different is collecting your child it is important that you telephone us / send a note of authorization / or issue your security code.

Children under the age of 14 yrs are not allowed to collect children from the nursery.

Family Groups

The school is organised into four family groups. Each group will have approximately the same number of children. During the day there will be opportunities for your child to access the whole of the Nursery and mix with other children and to work with all the members of staff.

On occasions we may need to move a child into another family group.

Our Daily Routine

Self Registration

Child initiated experiences

Welcome / Helper / Register

Breakfast Club –

(Parents are encouraged to bring in suitable healthy eating breakfast items i.e cereals).

Child initiated experiences

Small group focus time

Teacher Directed Activities

Child initiated experiences

Outdoor Learning Environment

Preparation for dinner

Dinner Time

Outdoor Learning Environment

Register

Child initiated activities / Workshops

Small group focus time

Teacher Directed Activities

Tidy up / Story / Home time



HOW WE OPERATE

School Meals

Healthy eating is actively promoted and encouraged. It is felt that the children develop important social skills when sharing a meal together i.e. Breakfast Club and family service. The menu for the day will be on display and the children will be encouraged to try a range of different foods. Please tell us if your child has any specific dietary requirements.

Children may be collected and taken home for lunch and then returned in readiness for the afternoon session – however may we stress that lunch time at school provides many opportunities to promote all aspects of social skills.

If you think you may be entitled to free meals please ask in the office where we have the forms you will need.



Important

Every Monday the children will need to bring:

- 1. Their dinner money in a labelled container or envelope
If the correct money is not given, change will be provided the following Friday.**

- 2. 1 piece of fruit to share with the other children during the week**
- 3. £1 voluntary contribution towards school fund.**

Dress Code

We positively encourage the wearing of school uniform. All items of school dress should be labelled with the child's name. The school has an agreed code of dress:

- Red school sweatshirts with the school logo.
- White polo shirts with or without school logo.
- Shoes with heel height less than 3cm.

Clothes with the school logo can be ordered through the school office.

Please send your child in suitable and manageable clothes as we encourage them to dress and undress themselves.

Children should not wear jewellery in school. When children are in play situations, rings, necklaces, bracelets and other jewellery can be a real hazard, both to themselves and other children. If earrings are worn they should be studs.

We actively encourage the use of the outdoor classroom as a learning resource in all weathers and therefore ask that a pair of wellies are left in school.



"Play is a child's work and the means by which he grows and develops"

Susan Isaacs



Nursery Education is important:

Our Nursery aims to help every child to:

- ❑ make friends, share, respect and respond to others,
- ❑ become familiar with their school environment
- ❑ become confident and self reliant
- ❑ engage in many meaningful, challenging activities with sand and water, painting, matching, sorting, and role play.
- ❑ develop skills in numeracy, literacy and the world around us.

There will be opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. Well-planned play, both indoors and outdoors, is the key way in which young children learn with enjoyment and challenge. In playing they behave in different ways: sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing, sometimes they will be quiet and reflective as they play.

The curriculum for the foundation stage should underpin all future learning by supporting, fostering and developing children's:

- ❑ **Personal, social and emotional well-being:** in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valid member of that group and community so that a strong self-image and self-esteem are promoted;
- ❑ **Positive attitudes and dispositions towards their learning:** in particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners;
- ❑ **Social skills:** in particular by providing opportunities that enable them to cooperate and work harmoniously alongside and with each other and to listen to each other;



LEARNING AT KINGSLAND

- **Attention skills and persistence:** in particular the capacity to concentrate on their own play or on group tasks.
 - **Language and communication:** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practice and extend the range of vocabulary and communication skills they use and to listen carefully;
 - **Reading and writing:** with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books;
 - **Mathematics:** with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practice and talk about them
 - **Knowledge and understanding of the world:** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives
 - **Physical development:** with opportunities for all children to develop and practice their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;
 - **Creative development:** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role-play activities.
- Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. Teaching has many aspects, including planning and creating a learning environment, interacting, questioning, responding to questions, working with and observing children, assessing and recording children's progress and sharing knowledge gained with other key workers and parents.



LEARNING AT KINGSLAND

Special Educational Needs

We strive to ensure that all children enjoy equality of opportunity and we plan for individual learning requirements, including those children who need additional support or have particular needs or disabilities. We have a key role to play in working with parents to identify learning needs and we seek to respond quickly to any area of particular difficulty and to develop an effective strategy to meet these needs. Our policy follows the new Code of Practice for Special Educational Needs. We work very closely with staff from other agencies such as local and community health services to provide the best learning opportunities for individual children.

Child Protection

We aim to provide for our children a caring and secure environment where they will be listened to. It is important that we as a school do everything we can to protect our children. If, at anytime we have concerns about a child we will consult with the family and may involve other agencies as appropriate.

Inclusion

We believe that all children are special and we seek to provide quality learning experiences for all children regardless of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender, or ability.

Educational Visits

To further enhance the children's learning there will be opportunities to partake in educational visits. These visits reflect the topics or themes, which the children are studying. They are varied and give the children first hand experiences and a deeper insight into the areas they are studying.

Parents are asked to make a voluntary donation to subsidise the cost of these visits.

Policies & Protocols

A wide range of documentation is kept within school. These include schemes of work, planning, Department of Education circulars, school policy documentation and protocols. If you wish to view any of these documents please speak to a member of staff to arrange a convenient time to do so.

All schools are inspected at regular intervals by Ofsted. We also undertake a school self review process in order to reflect on good practice and develop other areas. The school has received a 'glowing' Ofsted report and a copy of this is available for parents to read.



Behaviour

We are very proud of our children and their high standard of behaviour.

We feel that this is a credit to the supportive relationships between children, parents and staff.

Everyone in our school is expected to behave in a responsible manner, showing consideration, courtesy and respect for themselves, each other and the school environment. We believe that the behaviour policy is crucial in supporting the schools aims.

The aims of this policy are

- Promote good behaviour to enable effective teaching and learning to take place.
- Foster an understanding of self-discipline by highlighting and praising acceptable behaviour, giving reasons appropriate to their understanding.
- Work in partnership with parents / carers to promote good behaviour.



The rules we share with the children are:

- We use our talking voices in the nursery
- We walk in the nursery
- We are kind to others
- We take care of our toys
- We do good sitting
- We do good listening
- We use cutlery to eat our food

Rewards and Sanctions

We will operate a system of rewards and sanctions to encourage appropriate behavior as noted in our Behaviour Policy.

Rewards: verbal praise / stickers / best worker each day / certificates /celebration time.

Sanctions: are most effective when used carefully with a positive approach. Over emphasis on the negative will undo all the hard work in positively promoting good behaviour.

Verbal reminders / warnings / removal of child from an activity / thinking time.

We ask for your support in implementing these strategies to help our children to work in co-operation with each other and to encourage self respect and respect for others.



OUR COMMUNITY

Parents as Partners

The partnership between parents and staff is highly valued in our school. As partners we all work together to develop skills, talents and the potential of our children.

Parents are children's first and most enduring educators. Early years experience builds on what children already know and can do.

Partnership through home learning

We recognise that the partnership and sharing of learning at home is crucial to all aspects of the child's development.

We aim for home learning to:

- Extend the child's learning
- Keep parents informed of the curriculum
- Promote the involvement of families working with their own children

Home Learning begins with the children being able to choose a book from the school library session once a week. Please enjoy reading and sharing these books with your child.

Children will also be encouraged to take a 'talkabout' pack home.

Parents are encouraged to share in their children's learning by attending school events e.g.

Harvest festivals, Christmas concerts, sports days. These are ongoing throughout the year.

Partnership through Communications

During the year there will be opportunities to meet with the practitioner and discuss children's progress, success and areas for future development. The Headteacher and staff will always try to make themselves available, sometimes it may be necessary to make an appointment. This can be done by calling in or telephoning.

Regular newsletters will keep parents informed of all that's going on. Our school is in a 'Sure Start' area and we are delighted with and supportive of the new initiatives that will take place. We now share a site with the Primary School and Children's Centre so effective links can be maintained.

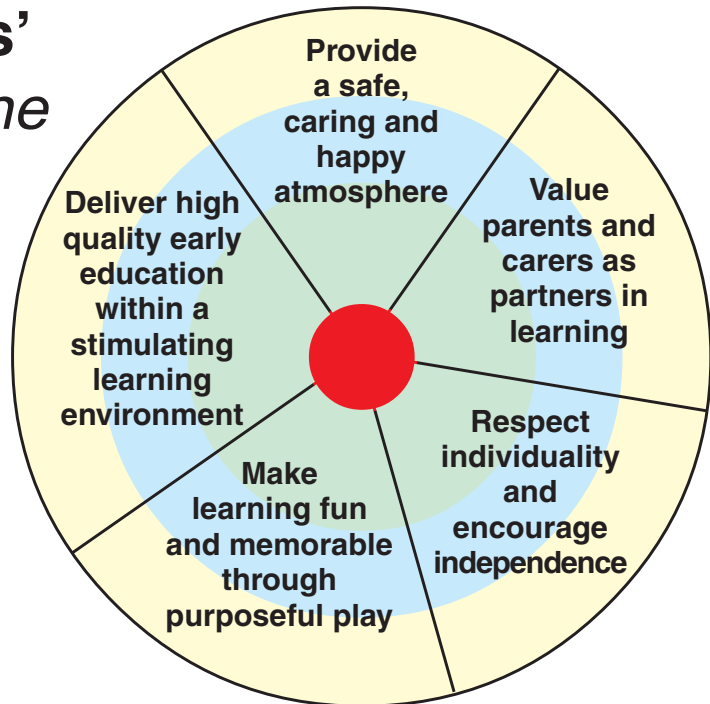
Partnership within school/ Adult Learning

We have a designated room for parents in which informal meetings or more formal training events could take place. Our aim is to find out what parents would like us to offer and we will seek to meet your needs and to link with college in the community to provide relevant training sessions.



OUR MISSION STATEMENT IS...

‘Every Step Counts’
and children are at the heart of all we do.



Please help us by encouraging your child to:

- use a knife and fork
- be kind and caring
- put on their coat
- talk about the nursery rules
- talk about their nursery day

In order that he/she may settle quickly and happily into the new environment, we would like to make a few suggestions. We hope you will talk often about this new adventure that your child is undertaking. Children may be apprehensive, and need to know from you that they will

be missed when they are away from you, but that you are at home or work waiting to see them again. Often favourite possessions such as toys are missed, and you can reassure your children that such beloved possessions are being well looked after.

