



## **Our Vision Statement**

**At St Benedict's:**

**We aim to be an outstanding, missionary Catholic school, nurturing lifelong learners, who aspire to reach their personal best, seeking and serving Christ in all.**



## **Nursery information**

**St Benedict's - A Catholic Voluntary Academy  
Back Lane,  
Ampleforth  
YO62 4DE**

Tel: 01439 788340

Email: [admin@st-benedicts.n-yorks.sch.uk](mailto:admin@st-benedicts.n-yorks.sch.uk)

Nursery email: [ac@st-benedicts.n-yorks.sch.uk](mailto:ac@st-benedicts.n-yorks.sch.uk)

[www.st-benedicts.n-yorks.sch.uk](http://www.st-benedicts.n-yorks.sch.uk)



## CONTACTING NURSERY

Please inform us when and why your child is absent from Nursery on the first morning of absence. We need to know in order for your child's funding and for safeguarding reasons.

Tel: 01439 788340

Email: [admin@st-benedicts.n-yorks.sch.uk](mailto:admin@st-benedicts.n-yorks.sch.uk)

Nursery email: [ac@st-benedicts.n-yorks.sch.uk](mailto:ac@st-benedicts.n-yorks.sch.uk)

[www.st-benedicts.n-yorks.sch.uk](http://www.st-benedicts.n-yorks.sch.uk)

### What you need to do now

If you are still interested in your child attending our nursery, then this is what you need to do:

- Access the Child Care Choices website to see if your family is eligible for the 30 hours extended entitlement. Register for the funding and copy the unique 11-digit reference number onto our registration form, together with your National Insurance Number.
- Please be aware that should you not receive the additional 15 hours funding and decide to take this provision you will be charged by the school for the sessions that were originally agreed.
- Return the registration form to school as soon as possible; requesting which sessions you would like your child to access.
- Detail on the form which will be your core hours (either 15 or 30) which will remain unchanged through the year and select any additional hours which are bookable for the term.
- Complete the Application form and return this to school with your Registration form.
- School will respond with a 'Parental Agreement' form, confirming the sessions that can be offered and asking families to commit to a place.



**We look forward to welcoming you!**



## LINKS WITH OTHER AGENCIES

A Health Visitor is a Registered General Nurse with a post registration qualification in Community Nursing and specialist knowledge of health promotion and disease prevention. He/She works mainly with the under 5s promoting the interests of the child and supporting parents. The Health Visitors at times work with the Nursery staff and the School Nurse, meeting to discuss any issues/concerns. The Health Visitors give advice on parenting, behaviour, sleep, child development, nutrition and eating problems. Please contact Nursery to advise us if you choose for information about your child **NOT** to be shared between Nursery and health professionals.

The Nursery also has contact with other outside agencies such as Children's Centres, Speech and Language Therapists, Peripatetic Special Needs Teachers, Behaviour Support Services and Educational Psychologists to help us best meet the needs of each individual. Please always inform the Nursery about other agencies who may be involved with your child, however long ago.

### Illness

Below are listed some of the illnesses your child may get and the length of time he/she should be kept off Nursery. We ask you to please observe these guidelines which are provided by the Health Protection Agency.

Disease	Recommended period to be kept away from Nursery
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting (48 hour rule applies).
Whooping cough	Five days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment.
Chicken Pox	5 days from onset of rash.
German Measles (rubella)	6 days from onset of rash.
Measles	4 days from onset of rash.
Impetigo	Until lesions are crusted or healed or 48 hours after commencing antibiotic treatment.
Shingles	Exclude only if rash is weeping and cannot be covered.
Mumps	5 days from onset of swollen glands.

**PLEASE** let us know when your child has any communicable disease so that we can alert other parents.

## Welcome to our Nursery

The following information is intended to give you a greater understanding of how the Nursery operates. Any member of staff will always be pleased to help you with any queries.

### Our provision

Our nursery provision offer is provided on a term time only basis and extends to a maximum of 30 hours in setting.

	Morning – 3 hours	Lunch – ½ hour	Afternoon – 3 hours
Monday	9:00am to 12.00pm	12.00pm to 12:30pm	12:30 pm to 3.30 pm
Tuesday	9.00am to 12.00pm	12.00pm to 12:30pm	12:30 pm to 3.30 pm
Wednesday	9.00am to 12.00pm	12.00pm to 12:30pm	12:30 pm to 3.30 pm
Thursday	9.00am to 12.00pm	12.00pm to 12:30pm	12:30 pm to 3.30 pm
Friday	9.00am to 12.00pm	12.00pm to 12:30pm	12:30 pm to 3.30 pm

Parents have the flexibility of registering for a 9.00am or 12.30 pm start time on any day to access the sessions of their choice.

Children may be collected at the end of the morning session at 12.00pm, or after lunch at 12:30pm or at the end of the day at 3.30 pm. Children may have a school lunch for the additional cost of £ **tbc** per day paid in advance on a weekly basis, bring a packed lunch or mix and match these options through the week. The menu for school lunches is available to download on the school website.

Lunchtime sessions will be supervised by a Mid-day Supervisor whilst in the dining room and an EYFS teacher from 12.30 onwards. Morning and afternoon sessions will be led by a qualified teacher, with the support of an apprentice teaching assistant in the afternoon. Bookings will be required a half term in advance, and additional sessions may be available as required.

Children who would be eligible for Free School Meals are only eligible if they are attending nursery before and after lunch. This is means tested and more information can be found on the North Yorkshire County Council website: <https://www.northyorks.gov.uk/free-school-meals>

### Universal 15 hours childcare entitlement for three and four year olds

All three and four-year-olds are entitled to funded early education and childcare for 15 hours per week for 38 weeks of the year. Your child can take up their funded place from the beginning of the term after their third birthday. The Government funding for your child's funded entitlement is paid directly to the setting. In order for this to be paid your child must be attending their childcare setting on the 'headcount day' each term. We will inform parents when this is.

The date you can claim will depend on when your child's date of birth is.

Child's birthday	When you can claim
1 January to 31 March	the beginning of term on or after 1 April
1 April to 31 August	the beginning of term on or after 1 September
1 September to 31 December	the beginning of term on or after 1 January

**Example:** your child was born on 15 February 2016. They'll become eligible for their funded early education and childcare from the start of term following 1 April 2019.

### **Extended 30 hours childcare entitlement for three and four year olds**

Families in North Yorkshire who meet the eligibility criteria will be entitled to 30 hours funded childcare each week in term time or 1,140 funded hours stretched across the year.

The national eligibility criteria which families need to meet are:

- Both parents must be working (or the sole parent if in a lone parent family);
- Each parent must have a weekly minimum income equivalent to 16 hours at national minimum wage or national living wage; and
- Each parent must have an income less than £100,000 per year.

You would also fit the criteria if:

- Both parents are employed but one (or both) is temporarily away from the workplace on maternity, paternity, parental or adoption leave, or on statutory sick pay;
- One parent is employed and one parent has substantial caring responsibilities based on specific benefits received for caring; or
- One parent is employed and one parent is disabled or incapacitated based on receipt of specific benefits.

Parent's eligibility will be checked using the HMRC online application system. This is now being rolled out nationally. Visit the Childcare Choices website to apply <https://www.childcarechoices.gov.uk/>

More information is available on the North Yorkshire County Council website at: <http://www.northyorks.gov.uk/article/24354/Early-education-places-and-funding/>

### **Costs for additional hours above your entitlement**

There is a charge of £4.00 per part or full hour for additional hours taken at the nursery above a child's core entitlement. This is invoiced on a weekly basis on ParentPay. Parents will still need to pay for the cost of additional hours that have been booked but not attended.

### **Making your choice**

Families are requested to select their choice of funded sessions (15 or 30 hour entitlement) when your child starts Nursery (in the Autumn, Spring or Summer term) and **these will remain in place for the academic year**. Sessions that have been booked but not attended cannot be carried forward to another date.

Families may request additional sessions (to their 15 or 30 hour entitlement) and these are to be agreed before the start of each term and **will remain in place for that term**. Parents will then be invited to reapply for additional hours for the following term, subject to availability.

In order to maintain quality provision, the school reserves the right to preserve a balance of numbers across sessions which may, at times, result in families not receiving all of their preferred choice of sessions.

In the event that we are over-subscribed, we will apply selection criteria, based on our general admissions policy, which can be found on the school website, information page:

<http://www.st-benedicts.n-yorks.sch.uk/information/admissions-arrangements-policy/>

- **Communication, Language and Literacy** – through daily story, discussion and phonic sessions, as well as talking with adults during play, children develop their language skills. They have free access to a range of good books in our book corners and every opportunity is taken to help them make the connection between print and the spoken word, e.g. through dictating a recipe, writing a poem or sharing Big Books.
- **Writing/Mark-Making** - children are able to use a wide variety of resources (crayons, pencils, pens, chalks, stamps, stencils, felt-tips, scissors, staplers) to experiment with mark-making, thereby developing their fine motor skills, eye-hand co-ordination and eventual ability to form letters correctly.
- **Trips** - we take children out into the local area and also on longer outings linked to our creative curriculum.

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### **HOW YOU CAN HELP YOUR CHILD**

Parents/carers are children's first educators and learning at home happens in a natural and informal way. Everyday activities such as shopping, cooking or visiting are valuable learning opportunities.

The most important things you can do to help your child is **TALK** and **PLAY** with them!!!

- **TALK** to your child. Talking is thinking aloud and the more help you can give your child to put thoughts into words, the easier it will be for him/her to work things out on their own.
- **TALK** frequently about colours, letters and numbers during everyday activities e.g. matching a cup to each saucer, a foot in each sock, looking for a '5' on number plates.
- **TALK** to your child, asking them about what they have seen and done at Nursery, remembering to praise their drawings and paintings.
- **PLAY** with open-ended resources (e.g. bricks, dough, recycled materials, glue, scissors, dressing up clothes etc). You need to give your child space and time to play both indoors and out.
- **PLAY** as a partner with your child at his or her level, commenting on what they are doing or making.
- **HELP** your child to learn nursery rhymes and songs by singing to them.
- **READ** to your child. The best way to prepare young child for learning to read is to share stories and books with them, sometimes the same favourites over and over again.

The staff members hope to give the children confidence in their learning abilities and to make them feel school is a desirable place to be by providing a rich, secure and challenging environment.

The Early Years Framework 2014 states: “1.6. Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.” Planning in the moment fully allows this to happen and encourages the children to pursue their own interests.

### Daily activities

During the first five years of their lives, children grow more quickly than at any other time. They make these great strides through actively **doing** – i.e. through **play**. For children of this age their play is their work- their way of learning.

Because children learn best through play, much of the nursery equipment is specially chosen to promote particular kinds of learning. Basic provision will always include:

- **Natural materials** - (sand, water, soil, clay) these give experience of texture, volume, size and weight (basic science and mathematical concepts) as well as providing a useful outlet for anger and frustration because they are soothing and indestructible.
- **Maths** - we have apparatus and activities to promote mathematical concepts and vocabulary such as sorting, grading, counting, numeral recognition, pattern, shape, problem solving and reasoning.
- **Role-Play** - (dressing-up clothes, home corner, hospital, small world- imaginative play on a small scale etc) help develop children’s imagination through fantasy and role-play and help their emotional, social and language development.
- **Visual discrimination** - equipment (structured games, lotto, jigsaws, snap etc) help develop hand-eye co-ordination, visual memory, left to right orientation and sequencing skills as well as social and language skills.
- **Construction** - both small and large scale (bricks, Lego, Duplo etc) give practice in developing skills, how to solve problems, comparing and counting.
- **Creative** - activities are offered each day providing a variety of media and differing experiences, some interested in product, some in process, some developing skills, other completely expressive. Activities include modelling, painting, collage, printing, textiles etc. We also use the works of famous artists as starting points for work and discussion and critical studies.

In addition to these art activities we also encourage creativity and self-expression through **music** -singing, dancing and playing musical instruments.

- **ICT**- plays an important part in children’s lives. The nursery has an interactive whiteboard, which has programmes that practise and reinforce concepts and skills. We also regularly use digital, still and video cameras, remote control and programmable toys, and iPads.
- **Outside**- playing, learning and working outdoors is an important part of our early years unit. We have a beautiful large, safe area in which children can challenge themselves physically, dress-up, express themselves creatively, and engage in hands-on exploration of the natural world.

## General Information

### Staff

The Nursery is run by qualified members of staff:

- Miss Ashleigh Carter (Teacher BA Hons) EYFS leader
- Miss Charlotte Pickering (part-time TA)

All staff have up to date ‘Safeguarding’, ‘Fire Safety’and ‘Paediatric First Aid’ training. At times there may also be students on placement in the Nursery from York College, York St. John University, the teaching school alliance and other local secondary schools.

### Hours

You may choose, morning, afternoon or all day sessions, but you are asked to keep to the start and finish times, please. Staff members arrive early to prepare the nursery and may need to leave promptly at the end of sessions. Try not to be late collecting your child as he/she may become upset at being the last to leave.

### Whole Day Sessions

St Benedict’s nursery opening hours are **9.00 am to 3.30 pm. (If you decide to send your child for the full day, then a school dinner be purchased or you can supply a packed lunch).**

We will do our best to allocate families their choice of sessions, although this is not possible in all cases. The sessions will be allocated by applying our admissions criteria, in order to ensure a fair and consistent approach is used.

The children spend sessions outside each day – which means that they will be spending time learning and playing outdoors and will need to be suitably dressed for all weathers.



### Uniform

We recognise that our Nursery children will get muddy, wet or even covered in food during the day and we want our children to wear comfortable clothing so they can play without restriction and get changed easily if needed.

The uniform will be:

Girls Uniform	Boys uniform
White polo shirt	White polo shirt
Grey trousers or skirt	Grey trousers
Navy embroidered school jumper or cardigan	Navy embroidered school jumper
Optional for summer, grey shorts, skirt or a blue gingham check dress	Optional for summer, grey shorts
Black shoes, not trainers (with Velcro, not laces) & wellies	Black shoes , not trainers (with Velcro, not laces) & wellies

We would recommend not wearing pinafores, skirts and tights in winter as they are particularly difficult to change if your child becomes wet.

Our school uniform is supplied by a local firm, Purple Dragon Embroidery, and orders are placed via the school. Order forms are available from the office.

### Our Aim

Our main aim is to provide a rich, caring, safe yet stimulating environment in which the children can progress at their own rate. We aim to make nursery an exciting and desirable place to be; to fill children with confidence in their first-hand experience and play, which is structured and planned, but which gives them as much variety as possible. It is important to stretch children, at whatever stage they may be. We hope to foster independence and from the beginning, children are encouraged to take responsibility for themselves e.g. self-registration, managing their own time, making decisions about their play and learning.

### Our Catholic ethos

As we are a Catholic school, this is a very important part of our school life. All our children have regular opportunities to take part in worship, celebrations, Masses and prayer time. Within the learning environment, there is a reflection/prayer space. The Catholic life of our school is supported by our school chaplain, Father Bede.

### Admitting New Children

Beginning nursery is a big step for your child, and having the opportunity to look around and meet staff will help your child to settle more quickly when the time comes. A home visit can be arranged for those who feel it would be beneficial.

### **PLANNING**

In our EYFS class we follow the children's interests on a daily basis. Our reflective practitioners work with the children in a play based environment to ensure the best outcomes for all pupils. We do this through our "in the moment planning".

#### What is planning in the moment?

Planning in the moment is all about seizing the moment for children to progress. Based on what the children are already deeply involved in, this way of planning relies on skilled practitioners using quality interactions to draw out the children's knowledge and build on it there and then (in the moment). This means that the practitioner needs the skills to be able to see the teachable moment from the child's perspective and be skilled enough to know when to intervene and when to stand back and observe. Planning in the moment is all about capturing the moment of engagement and running with it to make sure the children progress.

The teachable moment National Strategies document states: "It is in the moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skillful adult makes a difference."

#### What does the child gain from the teachable moment?

The child should feel valued, important, interesting, capable, and able to learn as well as gaining knowledge, skills, attitude and understanding therefore making progress in one or several areas of the Early Years Curriculum.

#### What does the practitioner gain from the teachable moment?

They should feel valued, important, interesting, capable, and able to teach as well as gaining a sound understanding of the child's knowledge, skills, attitude, understanding and progress.

Ofsted Inspector Jane Wotherspoon HMI (quoted in an Early Years Course by Anna Ephgrave 24.01.14) states "Teaching... is all those different things that you do as an adult that help young children learn... communicating, modelling language, working with children as they initiate their own play and activities, being ready to intervene on the moment, demonstrating how to do something, explaining why something is as it is, showing children something, exploring ideas with them, encouraging them, questioning them, checking what it is they are understanding, helping them to record something that they did so that they get the structure and sequence of events, providing a narrative for what they are doing, facilitating what they are doing, setting challenges, all those sorts of things are the sorts of things we mean when we are teaching." (Conference 9.10.13)

Planning in the moment means that Early Years practitioners should be doing all of these things, all day, every day. Planning on paper this way of working means that all written planning is retrospective (there is no forward planning).

Each practitioner records what they have done to help the children progress each day on Focus Pupil Planning sheets or on the tapestry app. Phonics and Maths are still taught daily using weekly plans. When planning this way time is used at the beginning or end of each session (morning and afternoon) to give the children an opportunity to talk about what they have learnt and in most cases the teacher can use this as a whole class teaching opportunity or to consolidate knowledge.

The **Four Specific Areas** are:-

- **Literacy** – Reading and Writing.
- **Mathematics** – Number, Shape, Space and Measures.
- **Understanding the World** – People and Communities, the World and Technology.
- **Expressive Arts and Design** – Exploring and Using Media and Materials and Being Imaginative.

The specific areas include essential skills and knowledge for children to participate successfully in society.



### Moving Up

The allocation of Primary School places is the responsibility of the Local Authority and the governing body. You must complete a 'Primary Admission Form' (available from the LA or on line, in the autumn before your child would begin full-time). Please refer to our website for details of our Admissions Policy.

Attendance at our Nursery **DOES NOT** guarantee a place in our Reception Class.

### Key Person

Every child needs to form close relationships with **all** members of staff. Each child is assigned to a member of staff whom you may make your first point of contact, but any member of staff will be happy to help you. Parents are invited to termly meetings to celebrate their child's progress throughout the year. The Headteacher has overall responsibility for all pupils and there is a close liaison between all members of staff.

### Records of Achievement

When your child starts Nursery, we will fill in an entry profile with you. This helps us to get to know a little bit about each individual's strengths and interests. We welcome the DFE 'Progress Check at 2' from your child's previous setting or professional. Each child will build up an online portfolio called Tapestry, containing photographs and examples of work. In addition, on-going observations of your child are made continually by all members of staff, celebrating achievement and enabling staff to monitor individual progress. At the end of nursery your child's portfolio will be continued, in the main school.



### Enrichment Fund



We have a snack every day, which is an excellent time for children to socialise, converse and work in a smaller group. The snacks are healthy, with fresh fruit and vegetables provided daily as part of the Healthy Schools Scheme. In addition to the fruit, we often include other foods to sample, for instance as part of our creative curriculum or after a cooking session. If your child cannot eat certain foods on medical or religious grounds, is vegetarian or has other dietary restrictions, please give details when you fill in the application form and tell a member of staff. There is always water available for the children to drink. Your child will also have the option of a free drink of milk, please indicate on the Registration form if this is required. School will register your details with our suppliers, Cool Milk.



## P.E.

We use the hall for moving to music, using the large apparatus, dance, games and gymnastics. Plimsolls or trainers are recommended. **Please mark your child's name clearly on the plimsolls.** We ask that on this day your child has their PE kit in school for this purpose.

### **P.E. Kit**

- plimsolls / trainers
- white socks
- plain white T-shirt
- navy/black shorts ( plain, no logos)
- navy/black tracksuit or jogging bottoms for outdoor games in cold Weather

## Clothing

Your child will be allocated a peg, identified by a picture, on the first day of nursery. Please label **ALL** clothing and shoes, wellies etc. as several children quite often have the same articles, in the same size! Aprons are provided to protect children's clothing while in the water, malleable areas or doing creative activities but accidents do happen.

## Main School Library

Nursery children are encouraged to borrow books to take home. Sharing picture books and reading stories with your child is very important. It will enlarge their vocabulary, develop memory and imagination skills and help them to see the connection between print and the spoken word – all early steps on the road to being able to read. Please teach your child to look after books and treat them with care.

## Parent Helpers

We welcome parents (**who must be DBS cleared**) in the Nursery Unit to help in a variety of ways. We value your help with games, art activities, cooking or preparing materials and activities for us. We particularly need adult helpers on trips. If parents can offer to help regularly throughout their child's school life at St Benedict's we can organise DBS clearance, please ask for details in the School Office.

## **CURRICULUM**

We follow the DFE document "Early Years Foundation Stage" (EYFS) which sets the standards for Safety and Welfare and Learning and Development for children from birth to five. We embrace the four key themes of the EYFS:-

<b>A Unique Child + Positive Relationships + Enabling Environments = Learning and Development A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.	Children learn to be strong and independent through positive relationships.	Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership with practitioners, parents and carers.	Children develop and learn in different ways. Effective Early Learning takes account of Playing and Exploring, Active Learning, Creating and Thinking Critically.

### Characteristics of Effective Learning are:

- **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, keep 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 Curriculum is divided into seven areas of Learning and Development:

The **Three Prime Areas** are:-

- **Personal, Social and Emotional** – Making Relationships, Self Confidence and Self-Awareness, Managing Feelings and Behaviour.
- **Communication and Language** – Listening and Attention, Understanding and Speaking.
- **Physical** – Moving and Handling, Health and Self-Care.

The Prime Areas are fundamental, work together, and move through to support development in all other areas.