



Nursery information

St Benedict's R.C. Primary School
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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.

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.

GENERAL INFORMATION

Staff

The Nursery is run by qualified members of staff:

Miss Ashleigh Carter (Teacher B.Ed Hons) EYFS leader

Mrs. Emily O’Gorman (part-time HLTA)

Miss Caitlin Schofield (part-time TA)

All staff have up to date ‘Safeguarding’, ‘Fire Safety’, ‘Food Hygiene’ 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

Whole Day Session 9.00 - 3.30pm

Morning Session 9.00 - 12.00am

Afternoon Session 12.30 - 3.30pm

You are asked to keep to these times please. The 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 – from Easter 2018

From Easter 2018, St Benedict’s nursery opening hours will be **9.00 am to 3.30 pm. (If you decide to send your child for the full day, then a school dinner will be provided).**

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.



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

You will be informed of the availability of a place the term before, by letter or email. You will be invited to attend stay and play sessions, with your child, prior to starting nursery. Please DO try to make these visits. 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.

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) and a St. Benedict's application form (available on our website). *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 Parents Evenings (two during an academic year) to discuss progress more formally. 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 move on to their new teacher, 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 information 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, but you will need to complete the enclosed form and return it to Cool Milk, in order for your child to receive milk.

We ask for a voluntary contribution of £5 per half term, which should be paid by ParentPay; your ParentPay account will be set up once your child is settled into nursery. This money covers the cost of baking, Forest schools and other additional resources for activities linked to our creative curriculum.



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 (see uniform list).

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. At the beginning of each term you will be informed when the Library is open for nursery pupils.

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:-

A Unique Child + Positive Relationships + Enabling Environments = Learning and Development A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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.

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.



PLANNING

In our nursery 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 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.

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 Centre- 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. In addition we often have visitors into school to enhance and provide enrichment for the children such as actors, musicians, theatre workshops and Animals In-Tuition.

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.

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 post information on the notice board to alert other parents.

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

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We look forward to welcoming you!

