

# STAKESBY COMMUNITY PRIMARY SCHOOL



**Welcome to Acorns Class**

**ACORNS NURSERY BROCHURE**

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## 1. WELCOME

The practitioners in Acorns class would like to extend a very warm welcome to you and your unique child.

We acknowledge, encourage and value parents and carers as our partners and look forward to working alongside you to ensure our setting promotes your child's learning and development and helps them become a confident and independent lifelong learner.

## 2. ACORNS CLASS

Our setting accommodates 56 per session, all foundation 1 and 2 children together (aged 3 –5) and is staffed by two qualified Teachers and two Advanced Teaching Assistants.

Children can access their 15 hours free funded Nursery entitlement from the term after their third birthday. The 15 hours are available in a variety of flexible options in our setting to enable parents/carers to select session combinations which meet individual family needs and circumstances. Contractual session forms are issued each term to allow for some flexibility within the year if necessary.

We use epistemic play as a very powerful teaching vehicle, practitioners plan and deliver the Early Years Foundation Stage curriculum indoors and outdoors.

The children engage in a wide variety of independent and adult led activities in which they are encouraged to co-operate, explore, create and problem-solve in an active and stimulating learning environment.

## 3. SESSION TIMES

Foundation 2 children attend the setting from 8.50am until 3.15pm. However, for foundation 1 children our setting offers a morning session and an afternoon session. The morning session operates from 8.45am to 11.45am and the afternoon session from 12.30pm to 3.30pm

Children attending the morning session can stay for a packed lunch\* and be collected at 12.30pm. Similarly children attending the afternoon session can arrive for a packed lunch prior to the session. Children attending full days will obviously have the option of a packed lunch or hot school meal on these days.

The children are collected from, and delivered back to, the unit by a qualified Midday Supervisory Assistant who supervises the children over the lunchtime period.

\* School meals cost £1.60 per day although if your child is entitled to free school meals your child can have a free meal provided they are staying for the full day.

You may find it useful to know that we have a Breakfast Club and After School Club (Tea Time Terrors) available to our pupils. Breakfast Club runs from 7.45am at a cost

of £2.00 per child. Tea Time Terrors begins at 3.15pm and finishes at 5.15pm although parents have the option of children only staying for 1 hour. Charges are £3.00 per hour with siblings entitled to 10% discount.

#### 4. UNIFORM

The foundation children in Acorns class wear the school uniform which is warm, comfortable, practical and easily washable.

We do recommend buying joggers for foundation 1 children rather than trousers with complicated fasteners as they are much easier for children who are learning to be independent with toileting.

Strong, flat shoes with Velcro fastening are essential as the children are engaged in climbing activities and need to be able to change readily into wellingtons for working in our digging area. Foundation 2 children will also manage changing for PE better with these type of shoes.

Please take the time to label all of your child's clothing to avoid losing expensive items. Sharpie pens (permanent) are available from the office for £1.

The children will need clothing appropriate to the weather conditions each day to ensure their comfort when playing outside. In hot weather please provide a sun hat for your child and apply sun cream prior to the session.

#### 5. LIBRARY AND BOOK BAGS

In Acorns class we recognise the importance of introducing books and reading to children from a very early age. Therefore we encourage our children to borrow a picture book or story book from our Acorns library every week. To help promote independence, ownership and respect for books the children have their own school reading bag which can be purchased from the school office. The library operates after school on Tuesday and Thursday from 3.15-3.30pm and parents are warmly invited to come along and choose books with their children.

## 6. SETTLING INTO ACORNS CLASS

### Stay and Play Sessions

When your child is offered a place in our setting you will be invited to come along to a 'stay and play' session with them.

These sessions usually run for 45 minutes at the beginning of a morning or an afternoon session and give you and your child an opportunity to see the setting, meet the Key Worker and find out more about our exciting play-based curriculum.

### Key Worker System

A Key Worker is the practitioner (member of staff) who:

- Is largely responsible for setting your child into the setting
- Is a first point of contact for you as a parent/carer
- Observes your child in play and plans the next steps in their learning
- Meets with you as parents/carers on open evenings to discuss your child's progress and to share their achievements with you.

## 7. LEARNING JOURNEYS

A Learning Journey is a record of your unique child's interests, achievements and progress in the setting and at home and is compiled by their Key Worker and parents/carers.

As practitioners we include observations about their experiences and achievements in the setting, photographs and a selection of work.

Parents/carers are regularly invited to contribute to the Learning Journey with photographs of visits and experiences outside school or by sharing something their child has achieved at home with the Key Worker.

The Learning Journey provides information which can be shared with your at mutually convenient times during open evenings and when they are sent home for you to share with your child and celebrate their achievements and fascinations.

Our Learning Journeys are electronic to enable parents and carers to share in their children's learning experiences and can be accessed at any time. You will be invited to provide an e-mail address after which you will be sent a link from 'orbit'. This will then enable you to register. Support is readily available from the Early Years team. You will be very excited to know that you can add things to your child's Learning Journey using your smart phone or laptop.

## 8. COMMUNICATION AND SHARING INFORMATION

'Parents as Partners' is a key strand within our philosophy, and communication and information sharing plays a vital role in this partnership.

Although your child's Key Worker is always a first point of contact you are welcome to raise or share any concerns at any time with any member of staff. We aim to keep you informed through letters, displays, informal discussions and formal parent consultations during open evenings.

## 9. THE CURRICULUM

All providers of care and education for children up to and including the reception year are required to comply with the statutory framework for the Early Years Foundation Stage. The framework splits learning and development into seven areas; these areas are not isolated and a single experience or activity can be linked to more than one area.

The seven areas are:

### Communication and Language Development

- Developing children's confidence and skills to express themselves
- Developing children's confidence and ability to speak and listen in a range of situations
- Providing rich language experiences for the children within the learning environment

### How to Help at Home:

- Share lots of stories and rhymes with your child every day.
- Try to spend time talking with your child as you share a range of activities together.
- Provide lots of opportunities for your child to play with large tools (such as spades, rakes), playdough, threading, jigsaws, construction sets (e.g. Duplo) painting, gluing, cutting and colouring and drawing. These activities will strengthen the muscles in your child's hands ready for writing.

### Physical Development

- Being active and interactive
- Developing children's co-ordination, control and movement
- Recognising the importance of physical activity and making healthy choices in relation to food

### How to Help at Home:

- Take your child for a walk, go swimming or to the play park.
- Look out for activities advertised by the local leisure centre or library.
- Provide toys such as Duplo, building blocks, Lego, etc, painting and drawing equipment, threading, sewing, weaving, cluing and baking to develop their co-ordination skills.
- When you are out shopping discuss healthy foods with your child and encourage them to help you make healthy snacks.

### Personal Social and Emotional Development

- Helping children to develop a positive sense of themselves and others

- Developing respect for others
- Developing social skills and learning how to manage their feelings
- Understanding appropriate behaviour in groups
- Having confidence in their own abilities

#### How to Help at Home:

- Praise your child for their efforts and achievements at home
- Encourage them to join in with new social situations (eg. Join a club or group)
- Share stories about friendship, sharing and looking after one another.

#### Literacy Development

- Encouraging children to link sounds and letters and begin to read and write
- Giving children access to a wide range of reading materials (books, poems and other written materials) to ignite their interest

#### How to Help at Home:

- Sing nursery rhymes
- Visit the library
- Read their school reading book each day
- Practise their phonic sounds daily too (book in reading bag)

#### Mathematics

Providing children with opportunities to develop and improve their skills in:

- counting, understanding and using numbers
- calculating simple addition and subtraction problems
- describing shapes, space and measures

#### How to Help at Home:

- count lots of things at home (stairs, toys, plates and cups for dinner...)
- look for numbers when you are out walking and shopping
- play shape games (eg. Lotto or dominoes) look for shapes around the home and in the outside environment
- draw round shapes, but them out and try sorting them

#### Understanding the World

Guiding children to make sense of their physical world and their community, through exploring, observing and finding out about people, places, technology and the environment.

#### How to Help at Home:

- take your child outside for a walk at different times of the year and talk about the changes they notice
- you might like to collect things and stick the on a picture
- make a weather chart and observe daily changes in the weather
- share stories and books about children from different cultures (eg. Chinese New Year)

#### Expressive Arts and Design

- Enabling children to explore and play with a wide range of media and materials
- Encouraging children to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology

#### How to Help at Home:

- Listen to music, sing songs and encourage your child to move to music in their own way
- Join your child in their imaginative play (eg. Be the customer when you play shops or the pilot in their aeroplane, etc.)
- Provide your child with lots of different materials, fabrics and scrap materials to make collages and models.
- Encourage your child to experiment with different media (eg paint, chalk, clay, etc)

The Early Years Foundation stage is based on four over-arching principles:

- Every child is a unique child
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways and at different rates

Our setting's philosophy incorporates and promotes these fundamental principles and we aim to thread them into our learning environment and our everyday work with the children as they are at the heart of our practice.

These principles are all interdependent and form the fabric of our philosophy. Opportunities for children to explore their own interests, establish positive relationships with practitioners and interact with a creative, challenging learning environment are all key ingredients in the perfect recipe for effective learning.

## 10. ASSESSMENT/INFORMATION GATHERING

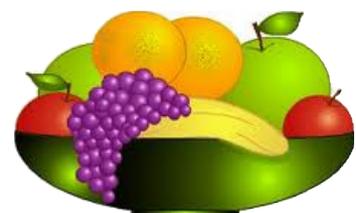
Practitioners will make ongoing assessments of the children throughout their time in Acorns class. Information is gathered in many different ways:

- Dialogue with parents/carers
- Dialogue with children
- Photographs of children following their fascinations
- Observations
- Focused tasks (working with a practitioner in a small group)
- Large group teaching sessions

All these approaches enable practitioners to identify strengths, progress and areas to develop. They can then plan the next steps in the children's learning and their education becomes challenging, individualised and progressive

## 11. SNACKS

We have a snack table in our setting where children are encouraged to help themselves to a piece of fruit and a drink of milk. (Fruit is provided free to children up to the age of 7 and milk is provided free to all children under the age of 5.)



Do tell us about any allergies (however minor) and specific dietary requirements and we will make sure that these are recorded on your child's record and their needs are met.

We also encourage children to bring a drink of water (no added juice or fizzy drinks please) in a named water bottle purchased from the school office (75p).

## 12. MEDICATION AND ILLNESS

If your child shows any signs of being unwell please keep them at home with you. Infections spread rapidly amongst very young children and they can become distressed if they are feeling ill in a different environment away from a parent or carer.

If your child does become unwell at school you will obviously be contacted immediately (please ensure we always have up to date contact numbers).

Parents and carers must ensure that children do not attend school for at least 48 hours after the last occurrence of sickness or diarrhoea to prevent the spread of infection.

The setting follows the Health Protection Agency guidelines for exclusion periods for childhood infections and diseases.

Hopefully we will have details of any allergies or medical conditions your child has from the admission form you completed when registering your child for school. However if there are any changes or updates to the information we hold please let us know as soon as possible. Similarly if your child develops a medical condition whilst in Acorns class please inform their Key Worker as many common conditions can affect a child's development and progress in the setting if simple monitoring and support systems are not put in place.

### 13. CHANGES AT HOME

If there are any major changes at home please inform your child's Key Worker to enable them to deal appropriately with any reactions your child may have in the setting. This could be a death in the family, parents separating, etc.

Parents can be assured that the highest level of discretion and confidentiality will be upheld at all times.

### 14. TRANSITION TO FOUNDATION 2

Children transfer to Foundation 2 in September of the academic year in which their fifth birthday falls.

As Acorns share a working environment from the outset, the children are already familiar with the building and the staff and this is a great advantage when they begin to attend full-time school.

Parents/carers and the children are invited to a transition meeting (usually held in July) where they have the opportunity to discuss the changes in their child's daily routine once they are Foundation 2 children, and enjoy a school lunch with their child.

### 15. WORKING ALONGSIDE PARENTS

We hope this booklet has given you an insight into our setting and has provided you with the information you will need as your child joins us.

If you have any further questions please don't hesitate to speak to your child's key worker who will be more than happy to answer them.

We look forward to working alongside you and your child, sharing and celebrating their fascinations and achievements in this exciting stage of their education.