



Knavesmire Nursery



Knavesmire Primary School, Trafalgar Street,
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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.



Miss Copping



Miss Parker



Mrs Thompson



Mrs Forgan



Mrs Woodward

The Nursery is run by qualified members of staff:

- Miss Copping (Teacher) – maternity leave from July 2022
- Miss Parker (Teacher) maternity cover
- Mrs. D. Thompson (TA)
- Mrs. J. Forgan (TA)
- Mrs K. Woodward (TA)
- Mrs Hughes (PPA Cover Teacher)

All staff have up to date 'Safeguarding', 'Fire Safety', 'Food Hygiene', 'Paediatric First Aid', 'Prevent', and 'Female Genital Mutilation Training'.

At times there may also be students on placement in the Nursery from York College, York St. John University and local Secondary Schools.

Allocation of places

Places are allocated to children to join Knavesmire Nursery at the start of the term after their 3rd birthday. All applications are held on a waiting list and are allocated in date of birth order, in order to ensure a fair and consistent approach.

You will be informed of the availability of a place by email, usually around the half term before, when you will be asked to submit a request of the sessions you would like. We will do our best to allocate families their choice of sessions, although this is not possible in all cases.

Hours

Knavesmire Nursery opening hours are **9.00 a.m. to 3.00 p.m.** Please try not to be late dropping off or collecting your child. Late arrivals can be disruptive and children being picked up late may result in him/her becoming upset at being the last to leave.

| | |
|-------------------|------------------------|
| Morning Session | 9.00 a.m. - 12.00 p.m. |
| Afternoon Session | 12.00 p.m. - 3.00 p.m. |
| Whole Day Session | 9.00 a.m. - 3.00 p.m. |



Children attending full day sessions will need a packed lunch, in a suitable lunch bag with an ice pack included. **PLEASE NOTE THAT WE ARE A NUT FREE SCHOOL SO ASK THAT YOU CHECK ALL INGREDIENTS LISTS CAREFULLY.**

Funding and Fees

Every child is entitled to 15 hours free nursery school education. These sessions can be a mixture of a.m. and/or p.m. dependent upon availability.

If you meet the extended free childcare entitlement criteria then you are able to claim a further 15 hours free nursery school education, making a total of 30 hours per week. You will need to renew the 30 hour code each term.

If you do not meet the criteria for the extended offer but would like your child to attend extra sessions, these will be billed at £13.95 per 3 hour session.

You are advised to visit www.gov.uk/childcare-calculator or www.childcarechoices.gov.uk order to register for the extended free childcare entitlement criteria. You will be notified if you are entitled to 15 hours or 30 hours free childcare. If you do meet the extended 30 hour entitlement criteria then you will be provided with a **unique voucher code, which you must present to us** in order for your child to attend the additional funded sessions.

Our Aim

Our **Intent** in the Foundation Stage is to provide a **safe and secure** setting where children's emotional wellbeing is at the forefront of all other aspects. We understand that building secure relationships with children and their families is key to providing a successful learning experience for children throughout Early Years. We aim to spark the children's **love of learning** and create **enthusiastic learners** who are excited to **know more**. We aim to develop **critical thinking skills** and to **spark curiosity**. We promote **independence, positivity** and **confidence**, ensuring that each and every child is valued as an individual. We have a child centred approach and through the teams thorough knowledge and understanding of how children learn, we are all able to develop **Knavesmire Character** and **succeed together**, as well as enjoying the wonder and awe of childhood.

Moving Up

The allocation of Primary School places is the responsibility of the Local Authority Access Team. You must complete a 'Primary Admission Form' (available from the LA or on line, in the autumn before your child would begin full-time). *Attendance at our Nursery DOES NOT guarantee a place in our Reception Class.* To help transition, children due to start Knavesmire Reception class are visited in Nursery by the Reception teachers. They are also invited to a 'stay & play' session in the Reception classroom and a story session with the Reception teachers in the School Library.

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. The Nursery Teacher has overall responsibility for all pupils and there is a close liaison between all members of staff.

Communicating with Parents

When your child starts Nursery, you will fill in an entry profile to tell us about your child. This helps us to get to know a little bit about each individual's strengths and interests. We welcome any records from your child's previous setting or professional. On-going observations of your child are made continually by all members of staff, celebrating achievement and enabling staff to monitor progress. Parents are invited to Parents Evenings (two during an academic year) to discuss their child's progress and will be given targets for their child, for us to work on together. We use Tapestry to record your child's achievements in the form of an online journal. You will need to sign up to this system when your child joins us, and you will be given information at that point. At the end of Nursery, we will send your child's transfer record on to the next class/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 a 'Big Idea' 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.

We ask for a voluntary contribution of £5 per half term. This money covers the cost of baking, parties, birthday presents, Christmas treats, and goes towards subsidising visitors, educational visits and provides additional resources for activities linked to the 'Big Idea'. More details of how to pay this will be issued once your child has joined the nursery.

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 register at <https://www.coolmilk.com/>*

Clothing

To help every child to get the most out of their time with us, we do ask you to remember that many of our activities are practical and can be messy. Even with aprons we sometimes struggle to be as clean as possible and it is distinctly possible that your child will come home messy. Please recognise this as a sign that your child has had fantastic session of learning whilst at Nursery!

Where possible, please make sure you label everything. It is impossible for us to keep track of every child's clothing if it does not have a name label inside. If you are missing any items of clothing then please inform a member of staff and we will do our best to help. Clothing that promotes independence skills such as leggings and jogging bottoms which are easy to remove are best as they make independent toileting so much more achievable for your child.



It will also really help us if you could send your child to school dressed for the weather. A sunhat and sun cream (already applied) is essential to keep your child safe during the sunny weather. We do not keep sun cream at Nursery but are happy to help your child to reapply their own (named) if necessary during the course of the day. Similarly, welly boots and warm clothing is essential during the winter months so that we can continue to access the outside play opportunities.

Your child will be allocated a peg in the cloakroom, 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 so please do not send children in their "best" clothing. Help your child (and us) by dressing your child in clothes they can manage themselves. Thirty-nine pairs of laces, buttons down the back and dungarees under cardigans can be very trying for everyone.

Toilet Training

Our staff members are happy to work with you and offer assistance if your child is undertaking the toilet training process.

P.E

We use the Nursery Garden or the MUGA for moving to music, dancing and games. Plimsolls or trainers are recommended. **Please mark your child's name clearly on the plimsolls.** We ask that on this day your child comes to Nursery wearing suitable clothing, track suit bottoms/shorts, t-shirt and a jumper.

CURRICULUM

The Early Years Foundation Stage is guided by the Statutory Framework for the Early Years and the non-statutory guidance Development Matters. On 31st March 2021, the Department for Education (DfE) released the new statutory framework for the Early Years Foundation Stage (EYFS). The learning and development requirements of the EYFS remain largely unchanged; these include: areas of learning and development to shape activities and experiences for children. There are also the Early Learning Goals which the children are working towards so that they can achieve these by the end of the academic year in which they turn five. We have assessment arrangements in place for measuring progress and reporting to parents and carers.

The guidance is still underpinned by the following;

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

| <u>A Unique Child</u> | <u>Positive Relationships</u> | <u>Enabling Environments</u> | <u>Learning and Development</u> |
|---|---|--|---|
| 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. |



The Characteristics of Effective Teaching and 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** – Self regulation, managing self, building relationships
- **Communication and Language** – Listening, attention, and Understanding, speaking
- **Physical** – Gross motor skills, fine motor skills

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

The **Four Specific Areas** are:-

- **Literacy** – Word reading, comprehension and Writing
- **Mathematics** – Number, numerical pattern
- **Understanding the World** – People, culture and Communities, the natural World and past and present
- **Expressive Arts and Design** – Creating with materials, being imaginative and expressive

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

For more information visit

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf

Our curriculum is not based solely on the Early Learning goals, but is our curriculum is implemented through a broad range of experiences to offer every unique child the opportunity to learn. We have a balance of adult led teaching and learning through open-ended continuous provision inside and outdoors, which is continuously reflected on, and is flexible depending on the children's needs and interests. We appreciate that the children's prior experiences may vary on entry to Nursery. It is for this reason that we offer a curriculum derived on cultural capital; a curriculum that offers outstanding and exciting experiences for all children. Our curriculum is based on areas of provision. Our curriculum is carefully designed to offer a balance of preparing the children for the next step in their education, while at the same time, ensuring that children are learning at a pace and in a manner that is suitable to their developmental stage. Our curriculum is driven by our **Big Idea** approach, which allows the children to take ownership over their learning and encourages creativity. We place huge importance on the development of children's vocabulary, to enable children to communicate their needs, thoughts, and understanding. This is implemented through a language rich environment, embedded through exciting texts and appropriately planned and modelled communication and language skills and broader experiences, such as outdoor learning, school trips and visits, Forest School opportunities encouraging choice and independence in daily routines and many more. The children are taught about the wider world and learn through first hand experiences and open-ended learning opportunities.

Throughout Nursery the children have access to high quality open-ended provision to encourage **motivation, engagement** and **thinking** skills while allowing them to learn in a way that is of interest to each individual and unique child.

Indoor



Home Corner – The home corners in Nursery offers the children a familiar environment where they can act out real life experiences, helping them to make sense of the world. This area encourages communication and language skills and further challenge and progression can be introduced through enhancing the area with literacy activities, cultural and seasonal events and things such as counting for maths.

Construction – Large and small construction allows children to play, explore, actively learn, create and think critically which are all vital in early learning. This is an extremely open ended area where the children can create and explore concepts which an adult may never even consider.

DT/Create – In this area children can plan, draw, make and develop transferable skills. This is key for encouraging children's creative imaginations and allows them to share their thoughts, feelings and ideas.

Small World – The children can act out/create experiences through small world play. This helps children with personal, social and emotional development as well as communication and language skills. Progression through Early Years gives the children a wide range of scenarios to explore and develop.

Maths – The maths areas offer progression of skills throughout Early Years. The children are offered a range of provision to encourage skills in number and shape, space and measure. We ensure that all areas of provision provide opportunities to develop maths skills.





Mark Making/Writing – We pride ourselves on offering a language rich environment where the children are able to consolidate/explore their reading and writing skills. Our writing areas offer open-ended resources for the children to practice skills and develop a passion for literacy.

Fine Motor – Physical development is key throughout early years. Carefully selected provision is provided to encourage the development of the children’s fine motor skills to enable them to succeed in writing,

cutting and accuracy.

Malleable – Playing in the malleable area can be supportive of many different areas of the curriculum. It supports physical development as well as consideration for shape, space and the environment. This area is important in supporting communication and language and allows the children a sensory approach to learning.



Sand – Wet and dry sand play promotes physical development through large movements when pouring, digging, sifting and brushing. The sand area can become anything that the child imagines!

Water – The water area allows opportunities for exploration and experimentation in a sensory and calming way. Many skills such as measuring and cause and effect can be gained

from water play. We offer lots of different resources to encourage investigating and the development of critical thinking.

Outdoor

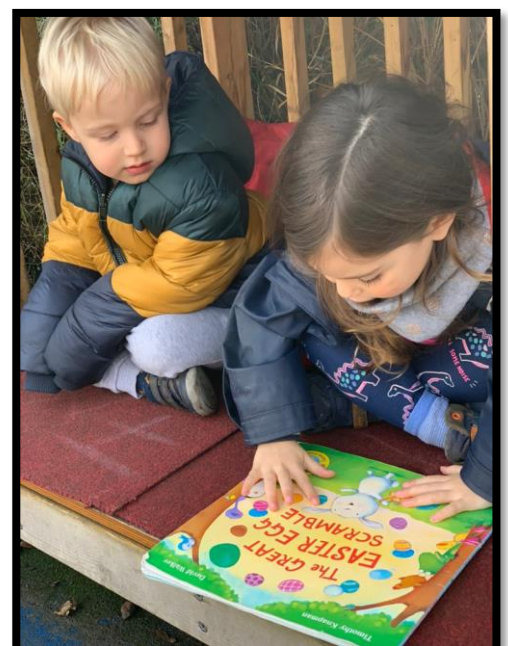
Sand – The large outdoor sand area supports physical development as the indoor one does, but with the added bonus of space to explore sand vehicles and a larger building space.

Bikes – We have a range of bikes/scooters/cars to support physical development and offer challenge in the outdoor area. This area is key for communication and language as well as vocabulary building skills.

Writing Area – The open ended outdoor writing area gives the children a space where they can explore mark making/writing skills in a different environment.

Reading Shed – Reading is a key focus throughout Early Years. The children are provided with books to familiarise themselves with the layout/pictures and eventually reading and narratives of books.

Construction – The children have a large construction area outside where they can let their imaginations run wild and build



on team skills to build large structures. Progression is offered through varying resources for Nursery and Reception. .

Music Area – The children can explore the sounds of musical instruments, create beats and work together to become a band!

Enriching/changeable activities – We follow the children’s interests and offer a range of enriching activities such as footballs, fancy dress, car slides, small world and teddy bears picnics among many more.

The children’s work is celebrated and they are aware that they can leave a project and come back to further their play later in the day. The areas are not restricted to one area of learning. Writing/literacy, maths and mark making are encouraged through all areas of provision. Areas can be added or adapted to suit the children’s interests, the Big Idea.

HOW YOU CAN HELP YOUR CHILD

From shopping, to visiting museums, to reading books, your child is learning every day. We feel that the most important thing that you can do to get your child ready to start Nursery is to TALK and PLAY with them. Children are gaining an understanding of the world around them on a daily basis and the more that you talk and play with your child, the more they are learning.

The government campaign Hungry Young Minds has some fantastic resources and suggestions of how you can support your child in their early development, very much on the basis of play and talk.

<https://hungrylittleminds.campaign.gov.uk/>



LINKS WITH OTHER AGENCIES

At Knavesmire Nursery, we work in collaboration with other outside agencies such as the Children’s Centre, Speech and Language Therapists, External Specialist 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.

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.

COVID 19 Guidance

For the most up to date COVID 19 guidance please see:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance>

| <u>Disease</u> | <u>Recommended period to be kept away from Nursery</u> |
|---------------------------|--|
| Diarrhoea and/or vomiting | 48 hours from last episode of diarrhoea or vomiting. |
| Whooping cough | 5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment. |
| Chicken Pox | 5 days from onset of rash, until spots ‘crust over’. |

| | |
|--------------------------|---|
| 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. |
| Covid 19 | A child with symptoms needs to self-isolate for 7 days. If anyone in the household has symptoms, the rest of the household must self-isolate for 14 days from the day symptoms started. |

CONTACTING NURSERY

Please inform the School Office as soon as possible when and why your child is absent from Nursery. We need to know in order to comply with funding regulations and for safeguarding reasons. If you don't report an absence you will receive a phone call from the office asking the whereabouts of your child.