

Welcome to Yeading Nursery

We are delighted to welcome you and your child to Yeading Nursery. In our nursery we aim to provide a caring, happy and stimulating environment where your child will be given the best possible foundations on which to build his or her education.

All of the nursery staff are dedicated to providing optimum learning opportunities for all of the children. We recognise the importance of working in partnership with parents and carers to provide the children with the best possible holistic approach to learning.

In our nursery, and throughout our school, we strive to help all children to build on their strengths and have the confidence to learn from mistakes. We believe strongly that all children deserve the best education and experiences possible.

Our Nursery

At Yeading Nursery we are very lucky to have a spacious learning environment complete with a generous garden for our sole use. We are also keen to use this to support our children in learning outside the classroom. There are a wide variety of climbing apparatus to extend skills and challenge children. The nursery classrooms are organised into curriculum areas and our outside areas also reflect this. Inside and outside children can be physical, imaginative and inquisitive; they explore and investigate, co-operate – or they can be quiet and contemplative. In addition to the space in the Nursery, we also have access to the Discovery Garden in the main school including a Cob Oven.



Nursery Open Day

In the Summer term (usually June), we invite parents/carers to the Nursery Open Day with their children to give everyone the opportunity to meet the nursery staff, look around the Nursery, find out where to drop off and collect your child, find out about general routines and discuss

any queries. We would very much like to meet you and take some time in talking through expectations to support your child with the transition to Nursery.

Home Visits

Following our Open day, we arrange a home visit. Two members of staff including your child's key worker (see below) will visit you at home to find out more about your child and share important information about their start date with you. This is also a time when you can ask the staff questions and share important information about your child. **Please ensure we have the correct number and email address for you.**

Staggered Intake and Settling In

Children starting Nursery will begin through staggered intake. This means that small groups of children will begin attending nursery at the same time and are supported by the teachers and teaching assistants. In order to support your child, make the **best possible start**, we **may ask children to begin with a shorter session** at Nursery to help them get used to the routines. Nursery staff will inform you of when your child can start during their telephone call with you.

Each child is able to learn the routines, form friendships and gain adult support easier within a smaller group, making it possible for him or her to settle quicker. Most children will feel secure and want to be independent quite quickly, but we understand some children may take longer to settle; therefore, individual arrangements are always made for those children who may need more support.

After the staggered intake, your child will attend Nursery:

Morning sessions – from 8:40am and collection at 11.40am.

Afternoon sessions – from 12:30pm and collection at 3.30pm.

For the first few weeks of term and often at intervals after this, we work very hard in teaching the children how to choose and look after resources appropriately, reinforcing our rules and boundaries and supporting them in becoming involved, busy learners. This is very important in providing our wonderful curriculum.

Safety and Security

The Nursery has its own entrance and playground. This is where you will drop off and collect your child. Please make sure all doors and gates are securely fastened when you enter and leave the nursery area.

It is extremely important that you inform a member of the nursery team, or telephone the school office, if someone different is collecting your child. For safety reasons, we will not allow your child to leave the premises unless we have been informed of this change.

Key Worker System

We operate a Key Worker system; this ensures that there is a named person who will work closely with you and your child. A Key Worker is:-

- a named member of staff who has more contact than others with your child
- someone to build a relationship with you and your child
- someone who helps your child become familiar with our nursery setting
- someone who meets your child's individual needs and care needs
- someone who responds sensitively to your child's feelings, ideas and behaviour
- the person who acts as a point of contact with you.

The Key Worker system enables your child to experience consistent interactions and expectations. This kind of experience is important for children moving between the world of home and school where the environment and routine may be different. Children do best when parents and professionals work together and everyday your child's key worker will take time to speak to two parents in some detail after the session.

You know more about your child than anyone else. We actively encourage you to share experiences or raise any concerns you may have with your key person or any other member of staff.

Daily Routine

A good routine contributes to a child's security. Our day is organised so that children enjoy a calm atmosphere, know what to expect and what is expected of them. After self-registration, the children take part in a variety of activities:

- 'Funky Fingers' includes activities to develop fine motor control and includes playdough, construction, picking up with tweezers, mark making in gloop to support NAME writing
- Key Worker Time enables the group to interact and cover current topics and areas for development
- Child Initiated Learning allows the children quality time to develop their own interests, participate in active learning, develop their skills and problem solving
- Rolling snack is the time when children can independently access a drink and snack with their friends
- Phonics and Maths sessions develop their early literacy and mathematical skills
- Story and singing sessions develop listening and vocal skills and confidence.

The staff are constantly matching the curriculum to the children's interests and needs. We have a flexible approach to planning ensuring the children have quality experiences in an enabling

environment. The nursery children participate in adult-led activities, 'Small Group Time' and during 'Child Initiated Learning' they choose where they would like to work, inside or outside. At all times skilled staff are supporting their learning, extending them at every opportunity and are ensuring that each child is developing and progressing to match their age and stage of development.

Snack Time and Cooking

Milk and water are available during the session. Daily fruit is supplied through the '5 a day fruit and vegetable' scheme. Please inform a member of the Nursery Team of any allergies.

Children love to cook! We ask for voluntary contributions of cooking ingredients such as oats, flour and vegetables.



Forest School

Forest School is an inspirational approach to learning, which provides children with the freedom to explore, learn and achieve in a natural outdoor environment. At Yeading Nursery, we are fortunate to have a woodland area on site. Regular sessions provide the children with opportunities to develop their confidence, resilience and self-esteem through achievable challenges. These sessions offer the children the opportunity to take supported risks which are appropriate to the environment and themselves. The natural environment allows for a relaxed atmosphere without the worry that they are unable to get wet or dirty.

[Your child will need to keep a pair of wellingtons in school – name inside both boots].



Independence

Independence is supported and encouraged, for example in putting on coats and toileting skills. Positive behaviour is modelled and reinforced with clear concise rules and boundaries, within a secure structure where children know what to expect. Our learning environment, structure of the session and real open ended resources ensure the children are purposeful, busy and stimulated.



To keep you informed of our work we send home a newsletter every week. You might find it useful to talk to your child about these activities and the things they have enjoyed in the Nursery. A good way to start is 'What was your favourite thing today?'



Partnership with Parents

A parent is a child's first teacher. The early years at home are the years where a child learns and makes more progress than at any time in his or her life. We aim to build on this good start and trust you will help us to make the most of your child's time in the nursery school. We do this by:

- We are available to chat about your child at any time or ask for a personal meeting. We will give personal tips on how to support your child's progress in Nursery School.
- We provide newsletters each week outlining our learning opportunities and offering suggestions of how you may build on these at home.
- An invitation to parents/carers/grandparents to help in the Nursery. It does not have to be a regular commitment, just as and when you have time. Regular helpers may need to apply for a Disclosure and Barring Service Certificate.
- Displays of your child's work and photographs.
- Our school Instagram
- Our website
- A book chosen by your child from nursery and shared at home with you, changed by you and your child.
- Parents' evenings, which include sharing our records of achievement of your child, twice a year and an annual written report.



We hold a series of workshops throughout the year. Covering areas such as 'Early Reading', 'Phonics' and 'Early Years Maths', our parents have found these workshops to be invaluable. Not only do they give you an insight into how we teach your children in Nursery, but we offer suggestions to support your children at home.

Attendance

Attendance at Nursery is super important for supporting school readiness. It is best for your child's confidence, friendships and learning that he or she attends nursery as regularly as possible for five sessions a week. However, since we wish to avoid the spread of infection any child who is unwell should not be brought into school. Sickness and diarrhoea require an absence of 48 hours from the last occurrence. It is also important to inform the school if your child has or is suspected of having Measles, Chicken Pox or shingles. This is very important for the wellbeing of all of our pupils. If your child is ill, during a nursery session, we will refer to your child's admission form and contact his or her parent/carer. If your child is absent, please inform the school of the reason on the first day of absence. **Parents must ring the school's absence line before 8.40am (for morning nursery) or before 12.30pm (for afternoon nursery) on 020 8573 3389, choosing option 1.**

Medical Care

There are qualified first aiders amongst our Nursery staff. Please let us know if your child has any health problems such as asthma, allergies or hay fever. We can then make arrangements for essential medication, such as inhalers, to be looked after by a member of staff.

If your child becomes ill or has an accident at nursery, we shall of course let you know. Please make sure that we have an up-to-date contact number for emergencies.

For safety reasons our policy is to only administer medicine which has been prescribed by a doctor. A form must be completed by a parent/guardian before medicine can be administered. If your child is asthmatic please ensure an up to date, spare inhaler (and spacer) is left in nursery and the relevant form completed. Please collect your child's medicine from Nursery at the end of the day.

Links with Main School

Since Nursery is part of the main school, children are included in school's social activities when appropriate. Throughout the year, your child will become familiar with the main school building as he or she will attend Assembly (as part of the transition to Reception) and complete activities in the Hall.

Top Tips to Ensure Your Child Enjoys Nursery

- Begin to encourage your child to dress themselves, go to the toilet by themselves, wash and dry their own hands.
- Buy Velcro shoes, elasticated trousers and pull off tops.
- Encourage your child to play with other children, to share and take turns.
- Get your child used to leaving you for short periods, always say 'goodbye' and come back when you say you will.
- Show confidence when you leave your child even if you don't feel it (we will ring you if they are upset)
- Build a routine for your child and ensure he or she attends regularly.

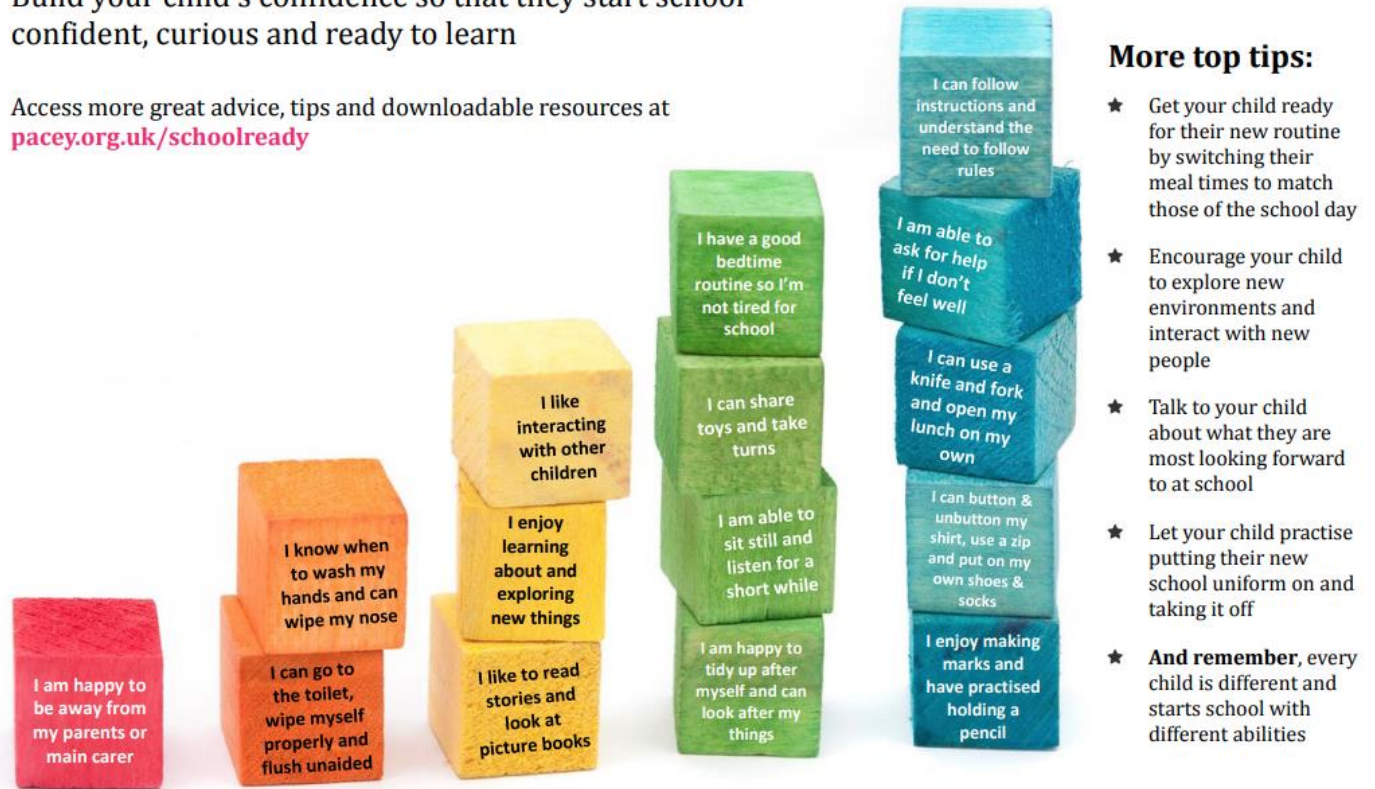


Expectations for Nursery: School Readiness

Steps to starting school

Build your child's confidence so that they start school confident, curious and ready to learn

Access more great advice, tips and downloadable resources at pacey.org.uk/schoolready



More top tips:

- ★ Get your child ready for their new routine by switching their meal times to match those of the school day
- ★ Encourage your child to explore new environments and interact with new people
- ★ Talk to your child about what they are most looking forward to at school
- ★ Let your child practise putting their new school uniform on and taking it off
- ★ **And remember**, every child is different and starts school with different abilities



For more information please take a look at the PACEY website:




Nursery

Here is a summary for Reading, Writing and Mathematics. Please find more information


Literacy: Reading

	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 RANGE 4	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a</i> • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes 	<ul style="list-style-type: none"> • Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories. • Tune into words from stories that individual children particularly enjoy, e.g. children's favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions. • Read stories that children already know, pausing at intervals to encourage them to "read" the next word. • Encourage children to notice signs and symbols in everyday life, such as familiar logos and icons for apps. • Encourage children to identify the sounds they hear in the environment and to explore making rhythms with musical instruments and upcycled resources. 	<ul style="list-style-type: none"> • Find quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props. • Provide stories, pictures and puppets which allow children to experience and talk about how characters feel. • Include familiar environmental print in the role play area. • Create frequent opportunities for singing, rhymes and music sessions. • Provide a range of simple musical and percussion instruments, such as tambourines, shakers or xylophones. • Include children in digital screen activity, for example, to recognise screen icons.
 RANGE 5	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> • Discuss with children the characters and events in books being read to them. • Encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences. • Focus on meaningful print (such as a child's name, words on a cereal packet or a book title, icons on a weather app) in order to discuss similarities and differences between symbols. • Help children to understand what a word is by using names and labels and by pointing out words in the environment and in print and digital books. • Remember not all languages have written forms and not all families speak English at home, or are literate in their home language. • Include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. 	<ul style="list-style-type: none"> • Provide some simple poetry, song, fiction and non-fiction books, both paper copies and digital. • Provide fact and fiction books and possibly ebooks that children can access independently in all areas, e.g. construction area as well as the book area. • Provide books containing photographs that children can share with adults, peers and read on their own. • Add child-made books and adult-scribed children's stories to the book area and share these stories with others. • Provide multimodal texts (that blend alphabetic print, images and symbols) that reflect the literacy practices that children encounter in their home and community spaces, enabling children to connect and draw on different aspects of their emerging literacy experiences.


Literacy: Writing

A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 <p>RANGE 5</p> <ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • Notice and encourage children's drawing, painting and early writing and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". • Celebrate and value children's early attempts at graphic representation – focusing on the meaning and content rather than letter formation. • Model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns. • Support children in recognising and writing their own names. • Make paper and digital books with children of activities they have been doing, using photographs of them as illustrations. 	<ul style="list-style-type: none"> • Write down things children say to support their developing understanding that what they say can be written down, and then read and understood by someone else. Encourage parents to do this as well. • Set up environments of offices, dens in the garden, library, shop, home corner with greetings cards, etc., so that children engage in literacy events in which they spontaneously participate. • Provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors. • Write poems and short stories together with the children, writing down ideas they suggest. • Scribe children's stories and re-read and enact their stories in small group activities. • Involve children when you make lists or write notes and messages. • Think out loud and talk through what you are doing when writing on typing on screen. • Break down your flow of speech into individual words, exemplifying the correspondence between the spoken and written word. • Provide activities during which children can experiment with writing, for example, leaving a message. • Encourage children to use their phonic knowledge when writing, and model this in your own writing.

Mathematics

A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<p>RANGE 3 (cont.)</p> <p>Measures</p> <ul style="list-style-type: none"> Shows an interest in size and weight Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram Beginning to understand that things might happen now or at another time, in routines 	<ul style="list-style-type: none"> Use the language of size and weight as children are involved in everyday play and routines. Use the language of capacity as children explore water or sand to encourage them to think about when something is <i>full</i>, <i>empty</i> or <i>holds more</i>. Emphasise the sequence within familiar activities or routines. 	<ul style="list-style-type: none"> Provide a range of objects, including big, heavy and awkward ones that can be transported, both indoors and outdoors. Provide different sizes and shapes of bags, boxes and containers so that children can experiment with filling, experiencing weight and size. Plan to share images and books which show the order of daily routines.
 <p>Comparison</p> <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>'same'</i> <p>Counting</p> <ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality) <p>Cardinality (How many?)</p> <ul style="list-style-type: none"> In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers. 	<ul style="list-style-type: none"> Include the number sequence in everyday contexts and songs so children experience the order of the numbers (ordinality) Encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number, e.g. 1,2,3. <i>There are 3 leaves.</i> Use opportunities to model and encourage counting on fingers. When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, checking together <i>How many now?</i> Point out the number of things whenever possible, e.g. rather than just <i>chairs</i>, say <i>four chairs</i>. Encourage children to use marks to represent their mathematical ideas in role play. Help children to give or get two or three items, e.g. during snack time help children to take two pieces of fruit. 	<ul style="list-style-type: none"> Provide buckets and bags for children to create collections of objects which they can count. Provide mark-making materials indoors and outdoors for children to represent their own ideas in play. Provide opportunities for children to explore cardinality in the environment using self-correcting resources, e.g. jigsaw with two ducks and the number two, or displays showing the numeral and the number of items. Sing counting songs and rhymes which help to develop children's understanding of number. Say the counting sequence going to higher numbers, in a variety of contexts, indoors and out, and sometimes counting backwards.
<p>RANGE 4</p> <p>Spatial Awareness</p> <ul style="list-style-type: none"> Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away 	<ul style="list-style-type: none"> Encourage children to predict what they will see next on a familiar route. Take everyday opportunities to use words for position and direction accompanied by gesture (e.g. <i>in</i>, <i>on</i>, <i>inside</i>, <i>under</i>, <i>over</i>) using equivalent terms for these in home languages through liaison with families where possible. Enjoy games involving jumping, running and hiding and make very simple obstacle courses, e.g. <i>going up and down</i>. Model your thinking when arranging things, using some position words. Help children to create simple roads and rail tracks and talk about position. Value children's explorations of spaces and viewpoints and their interest in how things look different. 	<ul style="list-style-type: none"> Design outdoor spaces where children can learn through a variety of spatial experiences (<i>going under</i>, <i>over</i>, <i>around</i>, <i>on top</i>, <i>through</i>) and hear spatial language in context. Encourage children to freely communicate their mathematical thinking through gesture, talk and graphical signs. Plan stimulating indoor and outdoor spaces where children make choices about where to go and create their own routes. Provide materials to create trails. Provide resources for transporting.

Mathematics

A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like 	<ul style="list-style-type: none"> • When children are exploring, use the language of position and direction in context (<i>in, on, inside, under, over</i>, progressing to <i>between, beside, next to, through, along</i>, including relative terms which depend on where you are, e.g. <i>behind, in front of, forwards, backwards</i>) using equivalent terms for these in home languages through liaison with families where possible. • On walks, in pictures or while playing, point out how things or people that are far away look smaller. • Support children in their problem solving when they are creating rail tracks and road layouts. • In block play, sensitively support and challenge experienced builders to make bridges and enclosures. • Encourage children to persevere with jigsaws, perhaps demonstrating "hovering" jigsaw pieces to check if they will fit. 	<ul style="list-style-type: none"> • Provide spaces to display children's ongoing mathematical thinking, e.g. their own ways of representing their thinking and scribing children's words. • Provide opportunities for children to explore position themselves <i>inside, behind, on top</i> and so on. • Provide picture books to stimulate discussion about position and direction. • Create trails and treasure hunts with the children. • Organise the indoor and outdoor environment with outlines for objects or specific places for children to tidy up items by fitting them into the designated space.
<p>RANGE 5 (cont.)</p> <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	<ul style="list-style-type: none"> • Help children to choose shapes for a purpose, e.g. a triangular block for a roof and the wedge-shaped block for a ramp. • Offer an appropriate or inappropriate shape for what you think the child's purpose might be to investigate their thinking. • As children experience shapes, use informal language (e.g. <i>slanty, pointy, twisty, wiggly, bumpy</i>), common shape names (e.g. <i>cylinder, cone, circle, square</i>) and "nearly" shapes (e.g. <i>This is almost a square but it's got curvy corners</i>). Find out and use equivalent terms for shapes in home languages. • Discuss how shapes can be partitioned in everyday contexts, e.g. cutting food in different ways. • Value children's constructions and solutions to problems they have set themselves and talk about how the shapes have combined to make new shapes. 	<ul style="list-style-type: none"> • Provide differently shaped resources to handle, carry, move and explore. • Provide large and small blocks and boxes for construction both indoors and outdoors.

Mathematics

A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<p>RANGE 5 (cont.)</p> <p>Pattern</p> <ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<ul style="list-style-type: none"> • Whilst playing alongside children, model simple repeating patterns of two or three items and encourage children to create and continue patterns. • Demonstrate arranging objects in spatial patterns when building, collaging or playing with loose parts. • Draw children's attention to patterns around them including from a range of cultures. • When making patterns, help children to solve problems. 	<ul style="list-style-type: none"> • Provide a range of items for free exploration of patterning indoors and outdoors including natural materials, pattern blocks, loose parts, mats, trays and strips. • Encourage children to join in with body patterns or repeating sections of songs. • Pause to encourage prediction when enjoying stories and rhymes with repeating elements, sometimes using props. • Emphasise the repeating pattern when turn taking. • Provide patterned resources including those representing a range of cultures, such as clothing, fabrics or wrapping paper.
<p>Measures</p> <ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories 	<ul style="list-style-type: none"> • During play, model comparing lengths and distances. • Look out for meaningful opportunities for children to compare by length, weight, capacity and time using comparative language (<i>longer/shorter, heavier/lighter, holds more/holds less, longer time/shorter time</i>). • Encourage children to participate in seesaw and balance scale play. • Encourage children to respond to and use words such as <i>before, after, soon or later</i> when talking about routines, recent events and events in a story or rhyme. 	<ul style="list-style-type: none"> • Provide problem-solving opportunities indoors and outdoors for comparing length, weight and capacity, e.g. <i>Which is the best bottle so we'll have enough drink for everyone at the picnic?</i> • Ask children to predict <i>What happens next?</i> using visual timetables, books and stories. • Provide items that can be ordered by size, such as plates and clothes in role play.



For more information please scan here: