



Tudhoe Moor Nursery School



An information pack for parents and carers

Welcome to Tudhoe Moor Nursery School

We are very pleased that you have chosen our nursery for your child to attend.

We want your child to be happy here as we believe that children learn and develop best when they feel secure and happy. All of our staff are waiting to make you and your family feel welcome in school and will work hard to create positive relationships between home and school so that we can work together to give our children the best possible start.

We will ensure that children experience a broad range of activities to develop their confidence, inquisitiveness and independence; our aim is to provide our children with a firm foundation on which they can build their future education.

Learning is **exciting** and **fun** at Tudhoe Moor Nursery School.



'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however, it depends on each unique child having opportunities to interact in positive relationships and enabling environments.'

(Development Matters in the Early Years Foundation Stage – 2012)

Our Vision

At Tudhoe Moor Nursery School we want all children to R.E.A.C.H for the stars! Our caring ethos provides children with a 'home from home' where they can truly be themselves and celebrate their uniqueness.

Through our nurturing environment, high-quality teaching and continuous provision, we aim for all children to be:

Resilient

Empathetic

Ambitious

Creative

Happy

We believe that these values are crucial to developing our little learners into big explorers. Our world is ever-changing and we want children to be ready for their next steps in life and whatever the future may hold.

We have worked closely with children, staff, parents and governors to create our vision and to implement this in our setting. Each of our key values are linked to a story with a character that we feel demonstrates this message. These stories are shared with children, embedding the message and key vocabulary too.

Children will be:

Resilient like Mabel from 'Mabel and the Mountain' by Kim Hillyard

Empathetic like George from 'The Smartest Giant in Town' by Julia Donaldson and Axel Scheffler

Ambitious like Mae from 'Mae Among the Stars' by Roda Ahmed

Creative like Stanley from 'Stanley's Stick' by John Hegley

Happy like Elmer from 'Elmer' by David McKee

We have lots of copies of these books in school so if you would like to borrow any of

Welcome to Tudhoe Moor Nursery School!

This booklet has been designed to support you and your child now that you have accepted their place into Nursery.

Joining a new setting can be daunting and so we have provided this information on how to help your child settle, how we develop your child and how you can support at home.

We look forward to meeting you and your child.

Julia Hymers- Head Teacher



The Early Years Foundation Stage Curriculum

Information about the Curriculum and Assessment

Whilst in Nursery the children are working within the Foundation Stage and follow the Early Years Foundation Stage Curriculum. This curriculum has four key themes and principles. These are:

A Unique Child – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. *We encourage children to celebrate being unique and sharing their special talents and skills.*

Positive Relationships – children learn to be strong and independent through positive relationships. *We teach children how to take turns and share toys. We build strong relationships with children and adults.*

Enabling Environments – children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. *Children have access to indoor classrooms and a large outdoor environment for them to explore.*

Learning and Development – children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. *Tudhoe Moor is an inclusive community.*

Prime Areas

Personal, Social and Emotional Development – Building relationships, Self-regulation, Managing self. *These skills are taught through circle times such as how to make new friends and the importance of washing hands etc.*

Physical Development – Fine motor skills and gross motor skills. *We encourage children to dress independently, understand how we can keep safe and why we need to be healthy and exercise.*

Communication and Language – Listening, Attention and Understanding, Speaking. *Children are expected to take parts in lessons, answering questions and listening to their peers.*

Specific Areas

Literacy – Word Reading, Comprehension, Writing. *Our top priority is to develop a love of reading and confidence to talk about and share texts. We also use phonics to develop children's decoding skills.*

Mathematics – Number, Numerical Pattern *Children learn new skills by using real objects and 'having a go'.*

Understanding the World – People, Culture Communities, Natural World, Past and Present. *Children are fascinated by everything they see- our most recent topic is based around the emergency services- fire, police and ambulance.*

Expressive Arts and Design –Creating with Materials, Being imaginative and expressive. *We encourage singing, dancing, playing instruments and performing.*

The three Characteristics of Effective Learning are:

Playing and Exploring – engagement

Active Learning – motivation

Creating and Thinking critically – thinking

The curriculum is planned in a very practical way and is based around topics that are of interest and are relevant and meaningful to the children. Adult and child directed activities allow children to develop these skills in a safe and investigative way.

Assessment in the Foundation Stage

Assessment plays an important part in helping parents, carers and practitioners (teachers and teaching assistants) to recognise children's progress, understand their needs, and plan activities and support. Assessment begins on entry in the Foundation Stage and involves practitioners observing children whilst they are working and playing. At the end of Reception the Foundation Stage Profile is completed for each child and outcomes are reported to parents and carers. The profile provides a picture of child's knowledge, understanding and abilities and their progress against expected levels.

General information about starting school

Children start our school from age 2 depending on the type of place you would like. We have three main intakes of September, January and April each year, but also take children at other times too.

We currently offer two types of places for a two-year-old; either funded or paying. Funded children can start from the term after their second birthday. Paying children can start the day after their second birthday (or whenever parents decide).

Every three-year-old is entitled to at least 15 hours per week. This is either through a morning place or a 2.5 day place. Some parents are eligible for 30 hour place which is Monday to Friday 9.00am to 3.00pm.

To check eligibility for a two or three year funded place, please go to www.childcarechoices.gov.uk



Each group has a highly qualified staff member working with them, either a teacher or an Early Years Practitioner (EYP). Each group has around 10 to 15 children in it. During the day the children are involved in a wide range of activities either chosen by themselves or led by teachers and support staff. Each day is very different but there is a general structure which is based around the following:

- Welcome
- Group time: stories, nursery rhymes, counting activities. Phonics: developing listening skills and an awareness of letter sounds (when children are ready).
- Free play: children can choose their own activities and are supported by staff to extend their learning.
- Snack time: children can choose to have their snack (milk/water and fruit) during free play.

Those that stay all day (30 hours children), also take part in the following:

- Lunchtime: children have a hot meal or packed lunch.
- Group time: topic time focusing on children's interests.

What your child needs to bring to school

Listed below are the items children need to bring to school with them:

- Warm, waterproof coat with a hood as the children will be working outside as well as inside.
- A change of clothes- clearly marked with your child's name.
- Nappies, wet wipes, cream if required.

Key person

At the start of the year each child is assigned a 'key person', who is also their group leader. Their role is to help ensure that every child's care is tailored to meet their individual needs. They help each child to become familiar with the settling, offer a settled relationship for the child and build a relationship with parents and carers.

In addition to this we have other staff who help the children and can also provide support for parents. These are:

Julia Hymers - Head Teacher. She works closely with all adults in school to ensure that children have the best possible start to their time at Tudhoe Moor. She is also SENDCo which means that she oversees provision for children with special educational needs. She makes sure that children receive the additional support they are entitled to, including Speech and Language therapy (SALT) and advice from other professionals. A Support Plan will be written to help with planning for children with additional needs. She is Designated Safeguarding Lead.

Amanda Bond - Deputy Head Teacher. She works closely with Mrs Hymers and all staff to ensure that children receive the best possible education. She works with Children that are Looked After (CLA) and Pupil Premium (EYPP). She is Deputy Designated Safeguarding Lead and Acting Head when needed.



Preparing your child for school

There are number of ways in which you can help your child prepare for school so that they can begin school with confidence and independence. It is important to note that children get very tired when they start school and will need plenty of sleep and rest. They may also pick up bugs and illnesses as they come into contact with lots of other children. Please refer to the attendance policy about what to do if your child is unwell and is absent from school. This can be found on our school website.

The relationship we have with you as parents and carers is very much that of a partnership. If we have concerns about your child we will always come and speak to you straight away and we encourage you to do likewise. Please be honest and open about your child and any particular needs or issues they have, the more we know about your child the more we can do to support them at school.

a) Preparing independence and social skills

- Try to provide opportunities for our child to mix with other children at home, in pre-school settings, at the swimming pool, at the park etc.
- Encourage **sharing** and **taking turns**.
- Teach the difference between **right** and **wrong**.
- Try and encourage your child to use the toilet or to recognise signs of needing to go. Do not worry if your child is not toilet trained, our staff will change their nappy or pull-ups. Please inform your child's key person at the home visit if they need any support with toileting.
- For older children, teach your child to put on their own shoes and coat
- Ensure that their name is written in all items of clothing so that they can begin to recognise their name.
- **Encourage your child to ask for help when they need it.**

b) Preparing physical development

- Provide opportunities for drawing, colouring, painting, modelling with play dough etc., cutting out (using safety scissors) and sticking. Encourage your child to mark make on a small and large scale e.g. fine and chunky crayons, chalks on the tarmac, paintbrushes and water on the floor to make patterns, lines, attempt their name, writing numbers etc.
- Play aiming games – skittles, hoops etc.
- Play games such as Snap, Happy Families, matching games.
- Treading beads, buttons onto string.
- Encourage children to complete jigsaw puzzles

d) Preparing to write

- Encourage your child to attempt to mark make and do their “own writing” which at first will be squiggles and marks, engage them in talking about what their ‘writing’ says.
- Children will learn how to form and write letters and numbers correctly once they start school. If your child is keen and interested to learn, then please teach your child to write in **lower case letters (d not D)**. Do not use capitals unless it is the start of their name. Encourage them to start at the top of letters and numbers and to write letters in one movement

c) Preparing for Reading

- Take time to talk and listen to your child. Encourage turn taking in conversations, play listening games, tell stories such as fairy tales, sing nursery rhymes and songs.
- **Share books together. Look at pictures, ask what might happen next and retell familiar stories. Sometimes point to the words as you read.**
- **Establish a special time every day for quietly sharing a book – perhaps at bedtime.**
- Make puppets and use them to make up imaginary stories. Encourage your child to role play and engage in imaginative play.
- Make dens using household items such as sheets, chairs, clothes lines etc. and use the den to be part of your child’s play.
- **Point out and read print in the environment** e.g. on signs, notices in shops on packaging.



Our reading vision

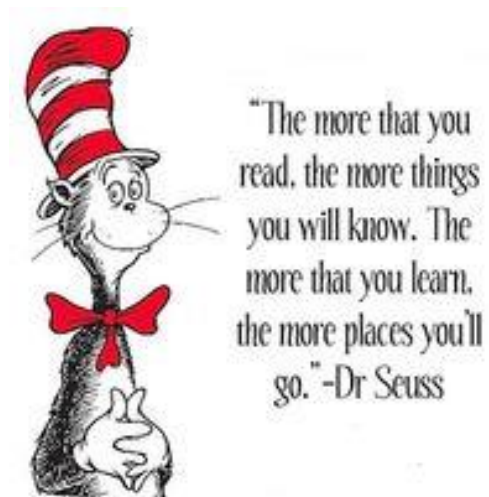
We foster a love of reading by practising regularly in school in different ways. We encourage children to read books they are interested in; whether they are stories, biographies, comic books or anything else. Children are encouraged to talk about books they have read including what is happening in the book, their favourite characters and what might happen next.

Our vision for our readers is that children read a range of texts with confidence, enthusiasm and fluency. We want children to enjoy reading and “get lost “in a book.

We value reading because we know:

- children who read often and widely get better at it
- reading exercises our brain
- reading improves our concentration
- reading teaches children about the world around them
- reading improves vocabulary and language skills
- reading helps children to develop empathy
- reading is fun
- reading develops a child's imagination
- reading is a great way to spend time together
- children who read have better outcomes in school

Each day children listen to a story in group time. We also operate a weekly library where your child can take home a book of their choice. We offer some lovely story books as well as books with simple words that they can attempt to read later in the year. You can greatly support your child with learning to read by regularly hearing them read at home.



e) Preparing for Mathematics

- Sing counting songs and rhymes together.
- Count as much as possible – e.g. count the stairs up to bed, count the steps to get to the house, count out the cutlery for dinner, count the cars you pass on a walk, count apples into a bag at the supermarket.
- Count out items (e.g. apples in a bowl), take one away and talk about how many are left. Count items, add one more, talk about how many there are now.
- Play simple counting games with dice and counters and then progress to games with numbers on.
- Point out, read and look out for numbers in the environment e.g. house numbers, car number plates on buses etc.
- Encourage your child to mark make, draw sets of objects and attempt to write numbers.
- Look at and talk about the shapes of different objects around them.
- Encourage your child to help with activities such as cooking, helping you to weigh out items and talking about how heavy or light they are.



Governing Body

School governing bodies are responsible for working with the school to ensure that it delivers a good quality education. Together with the head teacher, who is responsible for day-to-day management, they set the school's aims and policies.

Key roles of governors:

- To ensure clarity of vision, ethos and strategic direction
- To hold the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff
- To oversee the financial performance of the school and make sure its money is well spent.

Kevin McMullen	Chair of Governors
Vacancy	Local Authority Governor
David Watchman	Co-opted Governor
Vacancy	Co-opted Governor
Lisa Wright	Co-opted Governor
Marie Rudd	Parent Governor
Rachel Kitely	Parent Governor
Vacancy	Parent Governor
Amanda Bond	Staff Governor
Julia Hymers	Head teacher



“There is greater accuracy of where children are, the next steps in their learning and the progress children make”.

“Leaders have introduced a new way of teaching phonics and reading. This is having a striking impact on children’s literacy. Parents said how keen their children are to use these skills, how much they enjoy choosing their reading book and practising with this at home”.

Behaviour is, as a result, exemplary. Children are well-mannered. They happily work together, with even the youngest beginning to play with others. They know the routines to follow and do so with little intervention. They are confident and willingly talk about what they are doing”.

Nursery Places

We offer different types of Nursery place. These can be confusing so please phone us to have a chat about what might suit you and your child best.

2 year olds:

Funded: Some children are eligible for 15 hours free childcare every week. You can take this either every morning or afternoon with us.

Paying: If you are not eligible for funding, you can choose to pay and send your child. We ask that they come for a minimum of two half days, so that it keeps some consistency for your child. You can choose morning, afternoon, full day or a mixture of all sessions.

3 year olds:

15 hours- every child is entitled to this. Your child can attend either all mornings from 9.00am to 12.00pm, or for two and half days (all day Monday and Tuesday and a half day on Wednesday)

30 hours' place- children are eligible for this if both parents are working (or one parent in a single parent family) at least 16 hours per week each. These hours are from 9.00am to 3.00pm every day. You can also choose to pay extra for breakfast club or after school club between 7.45am and 5.30pm daily.

For eligibility checks, please go to
www.childcarechoices.gov.uk

It is important that you bring your child to school on time and collect them promptly. It can be distressing for a child to arrive late or be the last one to leave!

Complaints

We like to think that everything will run smoothly, but if you do ever need to make a complaint you can contact the following people:

1. Your child's key person, usually their group leader.
2. Mrs Hymers- Head teacher
3. Chair of Governors- Kevin McMullen



Settling In

We want children to feel stimulated, safe and happy in school and to feel really secure and comfortable with all staff. It is a big step for children to start at a new school, particularly if they have never been to a setting before. It can take time for children to get used to new faces, surroundings and routines. We have found that most children settle in to school quickly. All our staff are very experienced at helping children to settle. It is normal for some children to be distressed but as they get used to the routines and build relationships with staff they quickly settle. Please be prepared to spend a little time initially settling your child.

In Nursery the children start for small sessions, usually around one hour. We expect all parents to stay with their children during 'Stay and Play'. The practitioners will then advise you about separating from your child. Most children are able to stay for the whole morning; however, some children may need to build up to this. This might mean that you will need to leave your child for short periods to start with. They will gradually build to staying for the whole day. Each child is different, so we tailor our approach to each individual.

Collection of children

Children will only be released from class with an authorised person, as written by you on their registration form.

Should you wish for anyone else to collect your child, please advise us as soon as possible. We do not allow anyone under the age of 16 to collect a child.

You can add a password for extra security, so that any new adult collecting your child will have to tell a staff member the agreed word.

Your Child's Week

Every time your child achieves something new, we record it online on a secure website called 'Tapestry'. This is an app available on phones, tablets and computers. It allows staff to take photos and videos and send to parents with an observation of what is happening. During welcome meetings, you will be asked to provide your email address so that we can set you up with your own personal account.

You can also upload your own photos and videos to show staff in school what your child is doing at home- we love to see what learning is happening at home!



Personal, Social and Emotional Development

At our school most children behave well and follow our rules and routines. We use a system of rewards to praise children for doing the right thing such as giving stickers or giving out 'Star of the Week'. We will teach your child about the differences between right and wrong and how to make good choices and use 'kind hands'. We explain to children that there is a consequence for any negative choices made. It is important that parents support the school's system and communicate with staff regarding your child's social skills. As part of a child's normal development, we expect that at times children between ages 2 and 4 will push boundaries and find it difficult to share, take turns and hurt other children. These issues are addressed throughout the year through circle times and lessons.

If a child does not follow the rules, then they are given a warning to change their behaviour. If they continue to not follow the rules they may have "time out". If this happens we will talk to you about their behaviour and how you can help support us at home. We encourage children to talk about the choices they have made and how they have made others feel.

Please do NOT bring toys or games from home (unless asked by the teacher). Also, please do NOT send your child with snacks or drinks (unless it is part of their packed lunch). As explained earlier they can access these throughout the day.

Snack

We offer a healthy snack every day for all children including fruit, milk, cheese and crackers or malt loaf. We would kindly ask for donations to be given so that we can continue to do this.

15 hours' children- £1.00 per week

30 hours' children- £2.00 per week (they receive a morning and afternoon snack)

Sickness and Absence

We want your child to attend school every day so that they do not miss out on their learning. If your child is sick and unable to attend, please telephone on 01388 436 000 to report their absence. If you are unsure please send your child to school and let us know, we can all you if they feel worse during the day. Often children feel better when they get to school and see their friends.

Holidays

Please try not to take holidays during term time. Absence for holidays cannot be authorised. Your child will also miss valuable learning. Please see our Attendance Policy for more information.

Parent Partnership

We hold regular parent events to share information with you about the curriculum and how you can help at home. These include parent consultations, 'Stay and Plays' and special events such as nativities. We hope you will be able to attend these.

How We Keep In Touch:

About your child's development

- Through 'Stay and Play' where you are able to discuss your child's progress and share your experiences.
- You can request to meet your child's teacher at a convenient time.
- Parents / carers are invited to Parent's Evenings once a year where we will discuss your child's progress in depth.
- Reports- these will be sent home at the end of the school year.

About the school

- Newsletters with news and information are sent out to families via email every half term.
- General information and news can be found on the school website.

Uniform

It is your choice whether to send your child to school in uniform or own clothes. If you do choose to buy uniform, you can request a form from the office. We order these items in and they all come with the school logo attached. You are also welcome to get uniform from other suppliers such as supermarkets but please ensure you follow the school colour of **royal blue**. Please help your child to become independent with their own dressing (this is a prime area of learning in the curriculum). Teach them how to fasten their coat or jacket. Avoid laces on shoes until your child is able to tie these.

Please ensure that all clothes are named so that they do not get lost.

Allergies and Health

When completing your registration forms you will be asked about any health conditions that your child has, as well as any food allergies. Please keep us updated if this changes during the year. Any medicines brought to school must be labelled with the child's name and a form completed.

First Aid at School

All of our staff are qualified Paediatric first aiders. If children have a serious accident anywhere on the body or any type of bump to the head we will inform you by telephone. Please make sure your contact information is kept up to date by letting a member of staff know. It is school policy to call you if your child has a bump on the head. These bangs are not always serious but even so we will phone you to let you know. Please be understanding that small children do have bumps and bangs and talk to us if you have any concerns.



Learning Visits off-site

The children go on many walks and visits in the local area. We will ask you to sign a general consent form. These local walks will link to the topic that the children are learning about. For example, as part of their work on seasons, they may walk to a local park to look at the trees.

The children also go on planned visits involving public transport. When these take place we will write to you and let you know. We will also ask for a donation towards these experiences. Usually we need parent volunteers for these or the visit cannot go ahead. We will let you know if you can help with this and we will give you guidance on how you can help.

Volunteers

We welcome volunteers at school! We often hold events for parents to join in with activities at school, such as reading with children. If you would like to volunteer regularly, please speak to the school office.

Breakfast Club and After School Club

7.45am- 9.00am (Breakfast Club) and 3.00 – 5.30pm (After School Club). These clubs are run by school staff and are called 'Little Stars'. Please speak to Mrs Hymers or Miss Bond about securing places in either of these clubs.








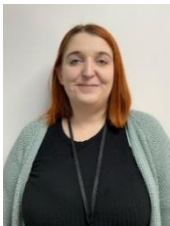



Both of these clubs come at a charge. Mrs Hymers or Miss Bond will be able to supply you with these. Children will receive a small meal at each club.



This booklet has been written to help make starting school a happy event for you and your child. This will be one of the first big steps in your child's life and with your support we aim to make it as happy as possible. It is important that a positive partnership between parents/guardians and teachers is fostered at this early stage. We believe that your child will benefit from this co-operation between home and school.

We aim to provide the highest quality education in the EYFS through a curriculum, which is tailored to their developmental needs. We hope that this booklet will answer any questions you may have about the Foundation Stage, but if you have any further queries, please see a member of staff.

Who's Who at Tudhoe Moor Nursery School

 <p>Julia Hymers Head Teacher</p>	 <p>Amanda Bond Deputy Head Teacher</p>	 <p>Erin Millar School Office Manager</p>	 <p>Natalie Phillips Teacher</p>
 <p>Lauren Franklin Early Years Practitioner (EYP)/ Breakfast Club</p>	 <p>Jill Hughes Early Years Practitioner (EYP)</p>	 <p>Antonia Richardson Manager of 'Little Stars' wrap around care/ After School Club and Early Years Practitioner</p>	 <p>Andrew Donaldson SEND 1:1 Support</p>
 <p>Sophie Smith SEND 1:1 Support</p>	 <p>Holly Johnson Lunchtime Supervisory Assistant/ Breakfast and After School Club</p>	 <p>Tracey Davison Lunchtime Supervisory Assistant</p>	 <p>Colin Jeffery Caretaker</p>