



Stoneyholme Nursery School

A community, learning, exploring and achieving together.

Laying the foundations for life-long learning.



March Street, Burnley, Lancashire BB12 0BU

Tel: 01254 454 473

Email: bursar@stoneyholme-nur.lancs.sch.uk

Website: www.stoneyholmenurseryschool.co.uk



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Thank you for your interest in Stoneyholme Nursery School. We are a local authority, maintained school on the outskirts of Burnley, close to the M65. We are open five days a week, school term-time only. Children attend on a part-time basis, with up to 60 children coming each week day for 3 hours on a morning or afternoon sessions.

The school has only had five Headteachers since it was built in 1971. It has a very strong 50 year history of providing high quality early education, care and support to two-, three and four-year-old children and their families in an inclusive environment working in close partnership with parents, local schools and other agencies.

Our children come from a rich variety of cultural backgrounds in the local community and they love to learn. Most of our parents and some of their parents attended this nursery. Our school is set in a spacious building with an extensive, very well-resourced learning environment, including a large Forest School area with an outdoor classroom. Our indoor and outdoor learning environment is fantastic! It is very well-resourced and it is a special, magical place where our children have fun, explore and learn about the world around them. Stoneyholme Nursery School is highly regarded for its commitment to the principles of early years' education that are firmly embedded in the practice of our dedicated staff.

I hope that you find the information in our Prospectus helpful. I am also delighted to share with you our website details which has additional information and photographs of the nursery environment along with a link to the school's excellent Ofsted Report which I am proud to say, gave us '**outstanding**' judgements in all areas of inspection.

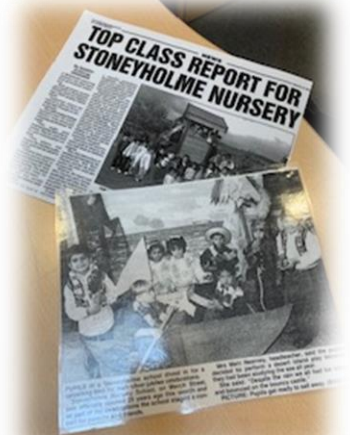
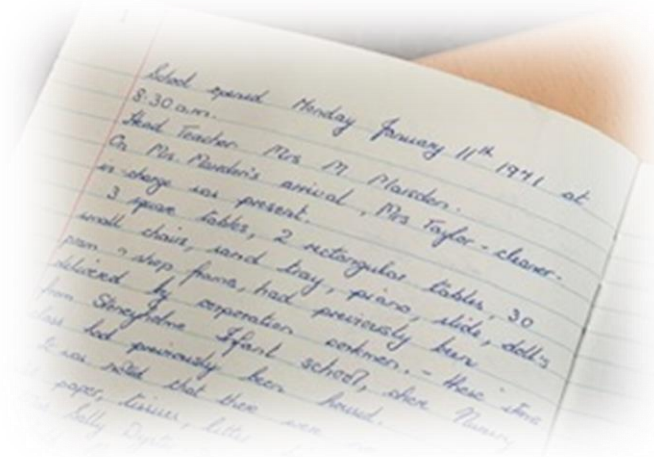
Please give us a call if you have any further questions or perhaps wish to arrange to visit us, so that we can show you round our lovely school and also how your child's care, learning and education will be carefully monitored and enhanced by our highly qualified and experienced staff.

To secure a place for your child, please contact the School Office to confirm availability of the sessions. We look forward to welcoming you and your family at Stoneyholme Nursery School soon!

Kind regards,
Susan Holden

Susan Holden (Headteacher)

B.Ed (Hons), M.A (Education), N.P.Q.H., E.Y.P.S



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Our staff team...

Mrs Susan Holden

Headteacher

MA (Education), BEd Hons (QTS), NPQH, EYTS

Mrs Kathryn Bridges	Early Years Lead Teacher (QTS)
Mrs Shahnaz Begum	Teaching Assistant Level 3
Mrs Louise Southworth	Teaching Assistant Level 3
Mrs Hajra Khan	Teaching Assistant Level 3
Mrs Nargas Hassan	Teaching Assistant Level 3
Mrs Foridha Yasmin	Teaching Assistant Level 3
Mrs Lianne Crabtree	Teaching Assistant Level 1
Miss Ayesha Sultana	Teaching Assistant Level 1

Mrs Julie Limmer

School Administrative Officer

'A quality learning experience for children requires a quality workforce. A well-qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children'.
Statutory Framework for the Early Years Foundation Stage 2021 - 1.17

Our vision and 'Image of the Child'...

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up'.

Statutory Framework for the Early Years Foundation Stage 2021

Stoneyholme Nursery School is an exciting, creative, challenging, innovative learning environment which aims to provide the highest standards of education and care, so that each individual child is able to make rapid and sustained progress in a safe, secure and nurturing environment.

We want all children to become active, independent and enthusiastic, life-long learners and we take pride in listening to and respecting all children as unique individuals.

Our vision and 'Image of the child' reaffirms the core principles which recognise:

- the child at the centre of practice
- the child's connections within family, communities, cultures and the natural world
- the need to consider the whole child: physical, social and emotional wellbeing, health, and learning
- the child's rights as members of society under the United Nations Convention on the Rights of the Child (UNCRC), including:
 - Non-discrimination (article 2)
 - Best interest of the child (article 3)
 - Goals of education (article 29)
 - Right to be heard (article 12)
 - Right to play (article 31)
 - Right to freedom of expression (article 13)
 - Right to freedom of thought, belief and religion (article 14)
 - Right for children with a disability to live a full and decent life (article 23)
 - Right to learn and use the language, customs and religion of their family (article 30)
- our responsibilities under the United Nations Sustainability Goals and UNESCO Education for Sustainable Development.
- the statutory requirements of the SEND Code of Practice.

The Best for Every Child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, four months¹ behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

¹ Education Policy Institute: Education in England Annual Report 2020 and Early years foundation stage profile results: 2018 to 2019

High-Quality Care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles, and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



Our 'Image of a Child' is based on mutual respect, and our belief that they can teach us, learn and grow. This is a competent child.

We have high expectations for all children and our ambition is for every child to succeed.

We believe that all children are competent and capable and have great potential.

All stakeholders of the school have collectively agreed a set of values that are important to our school community, because these reflect our beliefs about how young children learn.

At Stoneyholme Nursery School, all staff, parents and governors agree that our **'Image of the Child'** will ensure that:

- ❖ Children are able to communicate in a range of ways and express their uniqueness.
- ❖ Children are imaginative, creative thinkers who explore endless possibilities.
- ❖ Children feel confident, are independent, and are able to be themselves.
- ❖ Children are curious, inquisitive and are in charge of their own learning.
- ❖ Children have a sense of belonging to the wider society and make a positive contribution.
- ❖ Children are comfortable in their own skin. They are encouraged to take risks in their learning and 'have a go'.



Inclusion and English as an Additional Language

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. At Stoneyholme Nursery School, we listen to children's voices and recognise these are expressed in a range of ways, including non-verbally; this is central to inclusive practice.

At the heart of what we do is the question, ***'What is it like for a child here?'***

Central to this is identifying what each unique child, "knows and can do"; this is the foundation of inclusive early years practice. It is vital that we get to know and value all young children. Understanding children as unique includes considering them in relation to others. Making sure that our early years practice meets the needs of all children means thinking about children in context.

'For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home'. Statutory Framework for the Early Years Foundation Stage 2021 - 1.13

At Stoneyholme Nursery School, we celebrate multilingualism and encourage families to use their home language for linguistic as well as cultural reasons. Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. We are privileged to have staff who speak a number of

additional languages including English, Bengali, Gujarati, Urdu, Punjabi, Pushto and Hinko.

Registration, Admissions and Funding

Parents are welcome to register their child at Stoneyholme Nursery School as soon as they are born. To register your child, please telephone the School Office and we will be able to let you know if a place is available and provide you with an Admission form. We ask that you return the Admission Form as soon as possible; we will then contact you to confirm whether your child has been offered a place and ask for their birth certificate and proof of address (such as a utility bill).



We have up to three intakes during the school year, in September, January and April and admit children according to our Admissions policy which is agreed by the Lancashire County Council. All of our school policy and procedures are available to parents on request. Our Admissions policy is also published on our school website.

Children can start Stoneyholme Nursery School either in the term after their 3rd birthday, or the term after their 2nd birthday if the child is eligible for Early Education Funding (EEF). Some three and four year olds are entitled to Early Years Pupil Premium (EYPP) which is paid to the school to enhance the quality of your child's early years' experience. For more information regarding EEF or EYPP funding, please contact the School Office.

Starting Stoneyholme Nursery School

Once your child has been offered a place at Stoneyholme Nursery School, we will usually contact you again a few weeks before your child is due to start to complete the Admissions process.

We will arrange some introductory sessions and provide an **Induction Pack** containing some additional information including a, **Parents as Partners 'All About Me!'** record for you to complete about your child, so we can really begin to work together in partnership. Please tell us about your family's important festivals/celebrations so we include these as part of our activities.

Settling in...

A very important part of our work at nursery is in helping to make the transition from home to school as positive as possible. As part of this, your child and your family will be assigned a Key Person who will support your child's learning when they start Stoneyholme Nursery School.

'The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate'....Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.16), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents'.

Statutory Framework for the Early Years Foundation Stage 2021 - 1.16 & 3.27

Your child's key person and another member of staff may ask to visit you and your child at home and you will also be invited to visit the nursery to stay and play with your child.



The purpose of the visit is to get to know you and your child and to share information about your child's interests, experiences and particular needs. The visit will last about an hour, during which time one member of staff will talk with you whilst the other member of staff spends the time talking and playing with your child. We hope that this will help both you and your child to feel more comfortable when your child starts at the nursery.

When your child starts nursery, we ask that you set aside time to stay with him/her in the classroom for one hour or so. For all children this means at least the first day, but for many children it will take a week or two or sometimes more, before they feel completely comfortable to stay in nursery without you. Your child's key person will talk to you about the length of time your child will stay each day. Our aim is to increase the time gradually, in consultation with you, until your child is able to stay happily for the whole session.

Attendance and punctuality

Regular attendance at school is vital for your child's education so please arrive on time when bringing and collecting your child. This is because at the beginning of the session, staff are starting new activities and at the end of the session the children reflect on their learning, so it can be unsettling for young children if they arrive late at the start of the session or you are late coming to collect him/her at the end of the session – and also, if you arrive too early to collect them it interrupts your child's learning if they leave before the end of the session.

At the beginning of each session, a member of staff the Headteacher will greet children at the door for 10 minutes and after this, the gates are locked. Late arrivals will need to press the bell on the entrance gate to come in and will receive a late mark in the school register. We will usually contact you review any absence or lateness, particularly when it is persistent.

We respectfully ask that you do not take family holidays during term time. This is disruptive to your child and in the event of an extended visit you could lose your child's place in school.

Health, medical needs and first aid

Please phone nursery before the start of the session if your child is unable to come to nursery for any reason. In accordance with our sickness policy, we ask that your child stays at home if they are unwell. If your child becomes unwell in school, staff will always contact you.

Stoneyholme Nursery School follows government guidance on COVID-19 system of controls and ask that if your child has a temperature, has a new persistent cough or loses their sense of smell, they must stay at home and get a COVID-19 test. Please let us know about this and keep us informed of the test result.

'Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist' Statutory Framework for the Early Years Foundation Stage 2021 - 3.46

In accordance with the school's 'Administration of Medication' policy, staff are only able to administer medicines which are prescribed for the child by the child's doctor. Any administration of medication is fully documented and recorded.

Some children have chronic illnesses such as asthma and a medical professional provides a care plan. Please inform staff of any medical needs that your child may have so that we can follow the care plan and make arrangements with you to administer any medication that is required.

There are fully qualified First Aiders on site at all times as all staff receive Paediatric First Aid training.

All young children have falls and minor accidents as they play. When this happens, staff assess the situation, administer first aid and make a note of what happened. This will be shared with you and we will ask you to confirm with your signature that you have received this information.

In the event of a more serious accident or bump to the head, we will contact you immediately so please keep us up to date with your child's health concerns, address emergency contact details.

Child safety, safeguarding and child protection

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them'.

Statutory Framework for the Early Years Foundation Stage 2021 - 3.1

Stoneyholme nursery School has a statutory duty of care to ensure that all children in the nursery are safe at all times, to support their general well-being and protect them from harm.

All staff and governors are subjected to a thorough vetting process as part of our Safer Recruitment procedures, including DBS clearance to work in schools. More details are in our Safeguarding policies which are available online or by contacting the School Office.

We ensure the school premises are safe and secure, carry out risk assessments, practice emergency evacuation and lockdown procedures, support any medical needs and record any accidents or incidents. We appreciate your contribution towards this so that your child sees all the adults who care for them talking to each other to keep them safe. For example:

- ❖ Please keep us informed of any medical needs, medication and accidents or injuries at home. If we notice a cut or bruise on a child when they arrive in school and you forget to tell us about it, we will talk to you about it, record it and ask you to confirm with your signature that it has been accurately recorded.
- ❖ Update us on any changes to carers / contacts permitted to bring or collect your child. Introduce any new people to the staff and let us know if there are any changes to the agreed arrangements. Keep your password safe.
- ❖ Ensure the security gates and doors are closed securely when entering or leaving the school site...don't let other adults in behind you and check no child is leaving the site without an adult.

What to wear....

Children are encouraged to learn, explore, investigate and get stuck in to a wide range of activities and play indoors and outside whatever the weather, so we ask that your child always wears or brings suitable clothing. Sometimes they will get wet and messy so please make sure that they don't wear their best clothes. Instead clothes and foot wear must be suitable for this

type of play, such as sensible waterproof shoes or trainers (not sandals) and a pair of wellingtons to leave at school. We provide all-in-one waterproofs for really wet days.

Please dress your child for the weather...

On cold or wet days, this means a warm coat with a hood or hat, gloves. On warm or sunny days, apply suncream before your child comes to nursery and dress your child in cooler clothing and bring a sun hat.

Please put your child's name on all clothing especially any loose clothing such as jumpers or cardigans, coats, hat and scarves.



Our fantastic Forest School!

Our Forest School and outdoor classroom is a fantastic opportunity for children to explore and investigate the natural world, develop their independence and social skills.



Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It supports play, exploration and supported risk-taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

It is based on these six principles:

- ❖ It takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
- ❖ It uses a range of learner-centred processes to create a community for being, development and learning.
- ❖ It aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
- ❖ It offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- ❖ It is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice; our staff team includes a fully trained and enthusiastic Level 3 Forest School Lead.



Our super Sensory Centre

Our latest exciting development to further enhance our learning environment is our Super Sensory Centre...

It is a welcoming, calm place for all children...it provides a space to reflect, relax and recharge.

It is equipped with sensory lighting, bubble tube, soft seating, projectors and other multi-sensory resources.



Our curriculum and pedagogy

'Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development'. *Statutory Framework for the Early Years Foundation Stage 2021 – 1.11*

The Curriculum: What We Want Children to Learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

Pedagogy: Helping Children to Learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

Our daily routine

MORNING SESSION: 8.45am-11.45am

- 8.45am Wake and Shake
- 9.00am Key Person focused activity
- 9.15am Continuous Provision Play
- 10.15am Story/rhyme time Groups
- 10.30am Continuous Provision Play
- 11.30am Mindfulness
- 11.45am Session ends



AFTERNOON SESSION: 12.30pm-3.30pm

- 12.30pm Wake and Shake
- 12.45pm Key Person focused activity
- 1.00pm Continuous Provision Play
- 2.00pm Story/rhyme time Groups
- 2.15pm Continuous Provision Play
- 3.15pm Mindfulness
- 3.30pm Session ends

When children arrive at school, they are encouraged to independently hang up their coats and bags, wash their hands and gather in groups for the Register. This is followed on with a 'wake and shake' exercise session.

After this, children go into small groups with their key person to do a specific activity linked to an area of learning identified as relevant to meet their needs.

Once this is done, children are able to make choices and decisions about their play opportunities; exploring and learning indoors and outdoors from a wide range of continuous provision. These are activities which are continuously available that are enhanced with resources each session to support a particular area of learning and curriculum development, project or to meet the specific needs or interests of an individual child or group of children.

The enhancements are based on the staff interactions and observations of the children whilst they are playing and their expert knowledge of child development to provide the best learning opportunities to support each child to make good progress in their learning.

The children meet back with their key person for a mid-session review of learning and story or rhyme time. Then they're off playing again for another hour before joining back together for a final reflection and relaxing, 'mindfulness' session before the session ends.

After the session, staff reflect on the session and consider each child's 'next steps' before planning activities for the children's next session.



Our educational provision

At Stoneyholme Nursery School, we believe that parents/carers are the first educators of their children. Our established staff team build on this by expertly developing and extending each child's learning through a combination of play and appropriate adult interaction. They plan activities that are tailored to the children's educational and social abilities in a happy, caring environment, and in accordance with government guidelines or requirements.

Our curriculum is based on the [Statutory Framework for the Early Years Foundation Stage](#) (EYFS), and it is designed around the needs of our young children. It sets the standards for development, learning and care of children from birth to 5 years old to ensure they learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

All Nursery Schools and registered early years providers are required to follow the new statutory framework from September 2021. This framework continues into the Reception class when your child transfers to primary school.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.



Learning and Development – Play is children's work!

If your child comes home and says, "I've been playing all day", that is just what you want to hear! At Stoneyholme Nursery School, we provide opportunities for children to initiate their own learning through a play-based approach. Through play, our children explore and make sense of the world we live in.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Statutory Framework for the Early Years Foundation Stage 2021 - 1.14

Stoneyholme Nursery School is a Reggio Emilia-inspired school: key principles

Our experienced, school staff team have developed their pedagogy around how young children learn best. There are seven key elements of the philosophy of the Reggio Emilia approach to which a school must adhere to be a Reggio-inspired school.

These guiding principles are:

1. Children are capable to construct their own learning. Children are the main initiators of the learning process. They are inspired by their own interest to know and learn.

2. Children are collaborators and learn through interaction within their communities. Learning is based on interrelationships – there is a close interaction between teachers, parents, and children. As outlined above, children are collaborators and work best when included in a community as opposed to working independently. It promotes working in small groups.

3. Children are natural communicators and should be encouraged to express themselves however they feel they can. One of the most profound aspects of Reggio Emilia is known as The Hundred Languages of Children. The concept is that children are natural communicators, and thus should be encouraged to communicate through whatever means they can. This may include words, movement, drawings, paintings, buildings, sculptures, and more. Because of the many ways that children express, discover, and learn, children should be encouraged to use many materials for discovery, communication, and demonstration of what they feel, understand, wonder, question, or imagine. It is then, the teacher's responsibility to facilitate the exploration of a child's surroundings.



4. The classroom environment acts as the third teacher. One of the most powerful and important components is to ensure that the classroom acts as a "living organism, a place of shared relationships among the children, the teachers, the parents, and a feeling of belonging in a world that is alive, welcoming, and authentic." Classrooms

and common spaces are carefully integrated with one another, as well as with the outside community. Classrooms also use natural furnishing to encourage real-life interactions.

5. Teachers are partners, nurturers, and guides who help facilitate the exploration of children's interests as they work on short and long-term projects. Teachers are the ones who guide experiences, open-ended discovery, and problem solving. The teacher's main role is to listen and observe the children, as well as question and listen for opportunities to encourage further exploration of a child's interests. Children and teachers are expected to collaborate, but it's the responsibility of the teacher to identify when a concept can be used to further discovery and learning. As a mentor, it also means that teachers are not planning projects or learning points in advance – they're allowing projects to emerge based on the interests of the children.

6. Documentation is a critical component of communication. Teachers, in addition to playing the role of a guide, are also responsible for documenting the learning process within the classroom and transcribing the verbal language used by children. Teachers may take photos and even videos to better understand the children and assist parents in becoming more aware of what their child is doing. Documentation also provides teachers an opportunity to evaluate their own work and exchange ideas with others. Moreover, documentation demonstrates to children that their work is of value. Through documentation, a child may finish their preschool experience with a portfolio of projects, pictures, photos, scripts, and quotes that they make take great pride in, as it represents the steps they've made throughout their education.

7. Parents are partners in education. Reggio Emilia sees parental participation in their child's education as a critical component of the learning philosophy. It may take form in many ways, but parents should always be invited to play an active role in their child's learning experiences as well as help to ensure the welfare of the children in the community around them. Parents, both their skills and ideas, are very valuable. Teachers respect parents as a child's true primary teacher, and educators are positioned as advocates and learners alongside the children, also known as "the second teacher." Parental involvement is critical to the creation of a learning community for children.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

EYFS Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.



The EYFS covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Nursery education for all of our children follows a fun, play-based approach to maximise children's progress towards each child achieving the early learning goals of the Early Years Foundation Stage (EYFS), by the end of the Reception year at school.

At Stoneyholme Nursery School, staff plan through a predicted interest-based approach based on the children's needs and interests. In planning and guiding children's activities, staff observe children learning through play and reflect on the different ways that children learn and take this into account in their practice. Staff refer to these areas and characteristics when planning and preparing activities and also observing your child.

Learning and Development both indoors and outdoors, is effectively secured by ensuring that our children have a range of experience and are supported by positive relationships with staff who observe and plan for your child's unique needs and interests. We also acknowledge and welcome information parents/carers provide in supporting learning and development milestones at home.

To keep you well informed about the children's activities we will share our curriculum plans with you throughout the year. We usually organise many exciting activities and experiences, outings and visits/visitors to enhance the children's learning.

★ What Will My Child Be Learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three **prime** areas of learning, which are particularly important for your child's development and future learning:

communication and language

personal, social and emotional development

physical development

There are four **specific** areas of learning, through which the prime areas are strengthened and applied:

literacy

mathematics

understanding the world

expressive arts and design

Early years practitioners also use your child's needs and interests to plan challenging and enjoyable activities and experiences.

★ How Will My Child Be Learning?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills.

The EYFS framework identifies three characteristics of effective teaching and learning:

playing and exploring

active learning

creating and thinking critically

A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.

★ How Will I Know How My Child Is Doing?

Each child in the EYFS has a key person who will work in partnership with you, sharing information about your child. EYFS settings may also use observations to share your child's key achievements.

EYFS practitioners use their professional knowledge to understand your child's level of development. If they have any concerns about your child's progress, they will discuss these with you.

Three formal assessments take place during the EYFS:

- Two-Year Progress Check (at age 2)
- Reception Baseline Assessment (at the start of the reception year)
- Early Years Foundation Stage Profile (at the end of the EYFS)



Your child's Early Years Foundation Stage Profile will be shared with you at the end of the EYFS. This will inform you of your child's progress and whether they have met or are continuing to work towards their early learning goals (ELGs). There are 17 ELGs your child is expected to achieve by the end of the EYFS.

Although these areas of learning and development are presented as separate educational programmes, they are connected to one another and are equally important.

Alongside these Areas of Learning and Development, the Characteristics of Effective Teaching and Learning weave through them all and describe how your child learns best. These are:

- ❖ Playing and exploring: finding out and exploring, playing with what they know and be willing to 'have a go';
- ❖ Active learning: being involved and concentrating, keep trying, enjoying achieving what they set out to do;
- ❖ Creating and thinking critically: having their own ideas, making links, choosing ways to do things.

Your child's Learning Journey is unique!

Your child's Learning Journey celebrates his or her experiences throughout their early education. Over time, it will tell a story about your child - their learning, their friends, the experiences they enjoy and the activities they complete.

Staff watch and notice each child at play because it helps us to understand and support their individual wellbeing and development. We really get to know the children as unique people with special skills, interests and ideas. The more we understand about your child, the better we can support them in the way that is right for them.

Your child's key person or teacher will work together with you to build this Learning Journey as a record of your child's early years. We value parents and carers taking the Learning Journey home and sharing in their child's learning. Although the Learning Journeys will be sent home at the end of the year, you may wish to borrow them to share with other settings or important people - just ask a member of staff!

Throughout the year, there will be opportunities when you will be invited to look through, and contribute to, your child's Learning Journey. However, we encourage you to contribute and look through on a more informal, regular basis. We also encourage you to talk with your child about their Learning Journey and feel free to add in family photographs or other things of significance for your child.

At this age, so much happens so quickly and we would love to hear about events, activities or achievements which can be put into your child's Learning Journey. Feel free to write us a note, have a chat with a member of staff or bring in a photo, drawing or souvenir to share with us. When you tell us about your child, a clearer picture unfolds and together, we can plan more effectively to help your child's learning and development. When children are ready, they can also choose to put things that are important to them in their Learning Journey and together we can create a wonderful record of your child's early years.

The Learning Journey will include the following:

Photographs - These capture moments and sequences of your child's experiences, their interests and explorations. You can add some of your own from home. Sometimes, we will write down exactly what your child says about the photographs, so we know your child's point of view. This is also an accurate record of language development. Pictures of important people and things from home will help your child to feel secure when making the transition between home and their early years setting. Please feel free to add any photos to the Learning Journey. You could also write down the names of family members or friends pictured in the photos and we will then be able to talk with your child about things that are important to them.

Your Child's Creations - These could be photos of models your child has built, photos of their role-play activities, marks they have made or artwork they have created. Sometimes we will add some additional notes to explain what your child did or said.

Observations - As your child completes tasks and activities, staff will observe what your child says and does. We will sometimes make notes of our observations to record information about significant moments in your child's learning and development. We record important milestones in your child's learning and use these to think about what and how your child is learning, their development and how best to support them further.

Starting points and Observation check points

Assessment: Checking What Children Have Learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

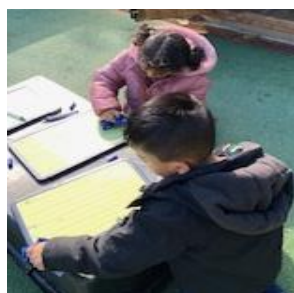
'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.'

Statutory Framework for the Early years Foundation Stage 2021 - 2.1

Starting points: Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next. We do this assessment with you the parent/carer as we recognise the importance of working in partnership with parents and acknowledge parents as their child's first educators. You know your child best and we want to learn from you about your child. We use the, Parents as Partners 'All About Me!' booklet as a guide to identifying your child's starting points on your child's first day and build on it.

Observation checkpoints: These help us to notice whether a child is at risk of falling behind in their development. Staff can make all the difference by taking action quickly, using their professional judgement and understanding of child development. By monitoring the child's progress more closely, staff can make the right decisions about what sort of extra help is needed. Staff will talk to parents/carers to help to understand the child better and also offer helpful suggestions to support the home learning environment.

When children are at earlier stages of development than expected, we notice what they enjoy doing and also find out where their difficulties may lie. They may need extra help so that they become secure in the earlier stages of development. It is not usually helpful to wait for them to become 'ready'. For example, children who are not speaking in sentences are not going to be able to write in sentences. They will need lots of stimulating experiences to help them develop their communication. That's why the time staff and parents spend listening to them and having conversations with them is so important. Health colleagues, like health visitors or speech and language therapists, offer vital extra support to this work.



All children learn more in the period from birth to five years old than any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years.

When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.

Do ask to see your child's records at any time and will have regular opportunities to discuss your child's progress.

Monitoring progress – Observation check points

In the nursery children are working at their own individual level; all children learn and develop at different rates. Through our observations we are able to identify children who need help to make progress. We always contact parents immediately if we have any concerns. We need your help to understand your child and to find out how each child learns best, if you have any concerns, please ask your child's Key Person who will be happy to help you.

Equally, children who may have particular gift or talents are identified and their needs are catered for. All staff regularly attend pupil progress meetings with the head teacher. This is so that all children's progress is monitored and timely interventions can take place to ensure that no child is left behind and that children of higher ability continue to make better than average progress.

We meet with parents throughout the year to share the Learning Journeys and so that parents contribute to these. Your child's Learning Journey document will be presented to your child when they leave nursery school to start their new journey into the Primary school.

Assessment – 2 year old Progress Check

'When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals'.

Statutory Framework for the Early years Foundation Stage 2021 - 2.4

For children who attend Stoneyholme Nursery School when they are aged between 2 and 3 years old, both health visitors and staff review their progress, and provide parents with a short, written summary of their child's development in the three prime areas of learning of communication and language, physical development and personal, social and emotional development.

The purpose of the 2 year check is to highlight areas where each child is progressing well and any areas where progress is less than expected. This may mean the child might need some extra help and support. Parents and other family members can also work with the key person to help.

Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working.

Statutory Framework for the Early years Foundation Stage 2021 -2.6

Parents usually find it useful to share the information from the check with other professional such as health visitors (who use it as part of health and development review).

Toilet training

Children in the 2-3 year old group are gradually becoming more independent; it is also the stage of toilet training. At Stoneyholme Nursery School, staff work in partnership with parents to support toilet training programmes and the children are encouraged to develop good personal hygiene practices and toileting routines.

Transition to primary school

Starting primary school is a major transition in a child's life involving separation from familiar adults and children. By the time they are ready to start primary school, children have a more secure understanding of 'people permanence' and are consequently able to approach new experiences with some self-assurance. When the time comes, in the summer term before the children transfer to primary school our staff prepare children for school and liaise closely with the schools to support a smooth transition.

Our approach to promoting positive behaviour

Self-Regulation and Executive Function

- Executive function includes the child's ability to:
 - hold information in mind,
 - focus their attention,
 - regulate their behaviour,
 - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking,
 - monitor what they are doing and adapt,
 - regulate strong feelings,
 - be patient for what they want,
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

'Providers are responsible for managing children's behaviour in an appropriate way'.

Statutory Framework for the Early Years Foundation Stage 2021 - 3.53

Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal. Young children practice and build up ideas learn how to control their behaviour and understand the need for rules. They have the opportunity to think creatively alongside their friends, communicate, and refine their ideas. We encourage all our children to gain independence and to be confident to make decisions.

Self-regulation depends on and grows out of coregulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain, and return to balance.

Our teaching strategies (pedagogy) includes co-regulation strategies to help children develop self-regulatory skills. This includes three basic strategies:

- ❖ **Positive Relationships** – Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- ❖ **Enabling Environments** – Create an environment that makes self-regulation manageable, structured in a predictable way that is physically and emotionally safe for children to explore and take risks without unnecessary stressors.
- ❖ **Learning and Development** – Teach self-regulation skills through modelling, suggesting strategies, providing frequent opportunities to practice, and scaffolding to support children to use selfregulation skills.

Special Educational Needs / Disabilities (SEND)

Stoneyholme Nursery School is an inclusive school and we welcome all children from the community. Children develop and learn in different ways. Learning and development depends on each unique child having opportunities to interact in positive relationships and experiences in enabling environments.

The EYFS statutory framework covers the education and care of all children in the early years provision, including children with special educational needs and disabilities.



Many children throughout their school life may need special help at some times. Our staff team have a wealth of experience of supporting a wide range of additional educational needs and disabilities. We have a member of staff to act as Special Educational Needs Co-ordinator (SENCO) to provide additional support and advice.

As your child goes through nursery you may have concerns about their progress and development or your child's Key Person will talk to you about your child and may ask your permission to seek some additional advice e.g. from a Speech and Language Therapist.

Some children may experience more persistent difficulties and in this case we will talk about the best way of providing support in line with our policy for SEND. Please see our local offer on the school's website at:

<https://www.stoneyholmenurseryschool.co.uk/>

Parent partnership

At Stoneyholme Nursery School, we recognise the value of parental support and commitment as an essential element in your child's care and education; we know from experience how much more successful we are when there is an effective partnership with parents.

Partnership with Parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.



We welcome and encourage parental involvement in the nursery in a range of ways:

- ❖ **Key person and parent partnership:** From the moment your child is registered at Stoneyholme Nursery School, they have their own dedicated Key Person to work in partnership with parents to support transitions, plan learning opportunities to meet the child's individual needs and monitor their progress. We have an 'open door' policy to enable you to discuss your child's progress at any time; this includes informal discussions between you and your child's key person at the beginning and end of each session.
- ❖ **Parents' meetings:** These are more formal discussions where parents review their child's progress with their child's Key Person. These usually take place two or three times during the school year.
- ❖ **Newsletters, website, social media, parent texts and parent information board:** We adopt a range of other ways to keep you up-to-date on news, events and curriculum highlights, but do ask staff if you need more information.
- ❖ **Parent Views:** We welcome parents' feedback at all times. Once a year, we usually ask parents to complete a Parent Questionnaire to see what you think we are doing well and any suggestions for development for us to consider towards our School Development Plan.
- ❖ **Governing Board:** Parents play a vital role as part of the school's Governing Board and we have two parent governors as part of the Governing Board, who are elected for two years. If you are interested in being part of the Governing Board, please let us know and look out for Parent Governor Elections.

- ❖ **SNS Parent Teacher Fund-raising Association (PFTA):** We invite parents to support fundraising and organise social events for our school community. These events support various charities and encourage our children to think about others in need. Occasionally, events may contribute to providing enhancements to children's experiences in school such as cooking materials for special activities or cultural celebrations.



- ❖ **Parents as partners in learning:** Parents are invited to support children's home learning and we may provide activities to do at home, offer suggestions of activities in the local community during school holidays come in to celebrate cultural events.
- ❖ **Home learning:** Here are some links to websites which may be of interest and use during your child's time here at Nursery School.

[Hungry Little Minds](#)

[Keeping-children-safe/online-safety/NSPCC](#)

[eyfshome.com/](#)



- ❖ **Parent workshops:** Throughout the year, we usually invite parents to parent workshops and offer curriculum guidance or on parenting matters such as bedtime routines and positive behaviour management strategies.



To promote a love of reading, we invite parents to join our book sharing scheme of taking books home and to come to our story telling sessions in all languages.

Our School Travel Plan

Please walk with your child to school if you can, holding your child's hand, rather than drive, as this supports children's health and well-being. It is also a great learning opportunity and a way to have some quality time on the way to nursery and support their learning, talking about the things you pass each day in the local community such as local parks, trees, shops, street names, house numbers, car registrations, car makes and models, other transport such as buses, motor bikes and bikes etc. If you do need to drive, please do not park on the school grounds (even if the gates are open) or block the driveway and follow any one way systems we have in place for pedestrians.

Social Media and Permissions

We will seek your permission as a parent so that school staff may use children's photographs to document your child's Learning Journey and these will be displayed in the nursery. We will also seek your permission to take photographs on visits, and to share on social media with other parents of the school. This is so that the school can share some of the exciting experiences your child is engaged in and also to document how your children are learning and developing. We use Face Book, Twitter and the school's website to display photos of learning.



Please complete the permission forms with your signature. We will do everything possible to maintain privacy settings are in place and access to our social media is by invitation only.

Our School Snack

Most children enjoy a snack during their session and this is a valuable social time. We offer healthy snacks and drinks to promote healthy food choices and encourage children to look after their teeth. Children independently access water, milk and a snack of seasonal fruit and vegetables or toast throughout the session. We ask for a weekly contribution of £2.00. Our menu is on display in the entrance area with information about allergens.



We cater for special diets, or for a medical reason, such as an allergy, your child is not able to eat some foods. Staff are trained to administer epi-pens if necessary. Please let us know if your child needs an epi-pen and provide two epi-pens to be kept in school.

We ask parents to support our healthy eating policy by adopting a similar approach at home and encouraging your child to be physically active.

Birthdays, Celebrations and Festivals

We usually celebrate birthdays in school by singing 'Happy Birthday' and making a birthday card. Due to healthy eating and children's dietary requirements, children are invited to bring in fruit to cut up and share with their friends instead of birthday cakes or sweets/chocolates.

At Stoneyholme Nursery School, we acknowledge all the festivals celebrated by the community by providing a number of activities, e.g. cooking food, making artefacts, learning songs and stories and creating interactive displays related to the festival.



IF YOU WERE an
ENGINEER
WHAT WOULD YOU DO?*

