



# St Michaels School

## Early Years Foundation Stage



**'Imaginative and skilled teaching captures children's interests and enthusiasm. Well-judged teamwork between the teacher and teaching assistant helps provide effective support for children, including those with SEND.'**

**Ofsted June 2019**

**'Children focus well on their learning and playing because activities are interesting and fun.'**

**Ofsted June 2019**

**Welcome to St Michaels Nursery.**

**At St Michaels Nursery we pride ourselves on creating a nurturing environment for the children in our care. We follow the same visions as St Michaels primary school and aim for our children to leave nursery as independent confident learners.**

**This information pack is aimed to help inform families and children about nursery and the opportunities we provide.**

## Staff



Mrs Green- Early Years Lead  
(Monday-Wednesday)



Mrs Rhiannon Gregory- Teacher  
(Thursday-Friday)



Mrs Church- Teaching Assistant



Mrs Limerick- Teaching assistant

## Drop off & pick up

The green gate at the side of nursery will be open between 8:30am for breakfast club, 9.00-9.15 and 12:00pm-12:15pm for the start of the morning and afternoon sessions. A member of staff will be available to speak to briefly at these times. After these times you will need to take your child to the school reception to register them.

A member of staff will open the gate briefly at 12:00am and 3:00pm to allow children to be collected at the end of the morning and afternoon session. Please arrive promptly to pick up your child.

## Nursery Sessions

Nursery sessions will be allocated on preference from the start of the academic year, if you wish to change your sessions please do so by contacting Emma in the school office- [administration.3241@st-michaels-pri.oxon.sch.uk](mailto:administration.3241@st-michaels-pri.oxon.sch.uk) or 01235 831298

## Separation and Settling In

We encourage children to make their way into the classroom independently as soon as they are ready. We know that this process is different for every child and parent (and may change on different days!), and the team have lots of experience in settling children.

It can be helpful to agree a drop off routine with your child before they start nursery. You might decide to have 3 hugs before you go, to wave to your child through the window or anything that would be special for you and your child! Whatever you decide, it's important to keep it consistent each day as consistency will help your child's settling.

The team are ready to support with separation at drop off and will keep you informed on how your child is settling in.

### Collection Permission

You will need to complete a Collection Permission form to let us know who can collect your child. We will also ask you for a collection password for your child.

Only people on the Collection Permission form who know your password will be able to pick up your child. If we do not recognise the person collecting your child we will ask them for their ID and your password and check these against the Collection Permission form. If the person is unable to supply this information, we will not be able to let them collect your child

### Daily routine

Our routine is very simple, to allow the children as much time as possible to learn through play. During Free Flow Play children can choose their own activities and resources, both inside and outside (see below for a list of essential clothing items to support this!). Staff support children in their play and help them extend their learning.

<u>Daily Timetable</u>							
	Breakfast club	Morning Session		Afternoon session			
	8.30-9	9-11.30	11.30- 12	12-12.05	12.05-12.35	12.35-2.30	2.30-3.00
Monday-Friday	Breakfast club	Self Registration Free flow 1:1 work Small groups Snack 10-10.30	Tidy up time Group time End of morning session	Self Registration Wash Hands/ Toileting	Lunch	Free Play 1:1 work Small groups Snack 2-2.30	Tidy up time Group time End of afternoon session

## Breakfast Club

We will be running breakfast club exclusively for nursery children at the start of each day 8.30-9. This is a nice quiet start of the day for the children. Breakfast options will include cereal, toast, and fruit. Breakfast club is optional and comes at a cost of £? Per day. Please let the office know if you would like your child to attend.



## Lunch

If your child stays for lunch, please note we will put what your child has not eaten back into their bag so you are aware of what they have had. We encourage children to make healthy choices about what they eat. Please support us in this by providing a healthy lunch for your child. No chocolate please.



We are a nut free zone so please be mindful of this when preparing your child's lunch.

## Snack

Healthy snack will be available to the children from 10-10.30 and 2-2.30. If you would still like to contribute, please send in sealed packets of snacks. For example, crackers, breadsticks, cereal.

## What Should My Child Bring To School?

We use the garden in all weather and children regularly paint pictures, use the sand and water trays and play in the mud kitchen all in the same day! Therefore, please send your children in clothes and shoes you don't mind getting dirty. Children will also need:

- A pair of wellingtons

- Waterproof clothing (trousers or all -in-one)
- 2 full sets of spare clothes in a bag (including socks)
- A sun hat in warm weather
- Scarf , winter hats and gloves in cold weather.
- A water bottle

Please ensure all clothing is clearly labelled with your child's name. These items can be left at school on your child's peg. We will send home dirty clothes for washing.

We encourage children to dress and undress independently as part of their curriculum. This also includes taking off and putting on their own shoes. These are great skills to practise at home too, wherever possible please send children to nursery in clothing and shoes they can take on and off independently.



### **Fancy Dress**

There are several days throughout the year when we encourage children to come to school in fancy dress. To keep these days special, we ask that on other days children wear their normal clothes. There is a range of dressing up clothes in nursery for children to wear whilst they are here

### **Toys From Home**

We have lots of lovely toys at nursery and would ask that children do not bring their own toys. They are often a source of argument amongst children and can become unintentionally lost or broken. If your child brings a toy to nursery, they will be asked to leave it in their bag or tray for the day.

**Please remember to label all the items your child brings to Acorns. There are lots of children in our class and they sometimes have very similar or identical items!**

### **Bikes and Scooters**

If your child rides a bike or scooter to school, you are welcome to leave it in the school bike shelter until the end of their session. We can't store bikes and scooters from home in the nursery garden.

### **Sun cream**

In warm weather, please send your child to nursery wearing an 8 hour waterproof sunscreen. If your child spends the whole day at nursery and you would like them to reapply their sunscreen, please send their sunscreen in their bag with a name label on. We will support them to reapply it.

## Toilet Training

During their time at nursery we will be encouraging children to be independent in their toileting. If your child is still toilet training when they start nursery, please let us know, and please send sufficient nappies/pull ups and wipes in their bag for their session.

## Key Person System

Every child in Acorn Class is allocated a key person from the class team. We know that children need to feel safe and secure in order to learn, and the role of the key person is to make sure that the individual needs of each child are met and to provide a secure, familiar attachment for children whilst they are in Acorn Class.



We will let you know who your child's key person is when your child starts. If you have questions about how your child is getting on at school, the class teachers or your child's key person are the best people to ask.



The children will take part in Key Groups each day. These short group times are led by the key person and allow children to develop their relationships with their key person and other children in their group.

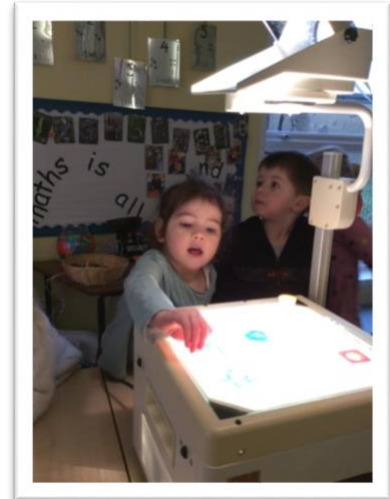
## Behaviour

We believe in motivating children to do their best through praise. We use a Celebration Board (similar to Dojos which are used from Foundation onwards) to praise the children for following the rules and behaving in a way that embodies our school's values: respect, courage and perseverance. Children will be given clear guidance and boundaries.

## Enabling environment- Indoor

The environment supports children to be fully engaged in purposeful play of their own choice and interest.

In the nursery, the children choose where to go and what to do from the moment they arrive – they initiate their own learning and adults join them and support them in their pursuits.



### Enabling environment- Outside



Similarly, to our indoor environment we have well labelled and accessible resources available in the garden. The children also have access to a woodworking bench, a gardening area, a sensory garden and a mud kitchen.

### The Characteristics of Effective Learning

Playing and Exploring – do they investigate and experience things, and ‘have a go’?

Learning Actively – do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

Creating and Thinking Critically – do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Specific Areas of learning

**Literacy-** We have writing equipment and mark making activities available in most areas across the indoor and outdoor environments. This allows children to make lists, create stories, write shopping lists etc. Each day the children self registrar by writing their names.

We ensure that our book areas are as inviting as possible. We also have books in numerous areas of the indoor classroom – craft books in the creative area, cookery books in the role play, construction, and reference books in the small world area.

**Mathematics-** Children experience maths in all areas of the indoor/outdoor classroom and we ensure that there is equipment in all areas to facilitate this. We make sure they have access to numbers, shapes, capacity, and sorting activities that they can chose. Because the children select and access resources themselves, they know where they are from and they know where to put them back when they have finished using them or at the end of the session.



## Phonics

We are currently following Anima phonics programme; all children will join a phonics group during their time in nursery. This early introduction to phonics skills sets the foundation for confident fluent readers.

## 'In the moment' planning

“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).” From National Standards document Learning, Playing and Interacting P.22 - 23 The revised EYFS advises us to continue using this document.





The cycle of observation, assessment, planning, observation is carried out on a moment-by- moment basis.

We have focus children not ‘focus activities’. The adult goes to the child; therefore the child is not called to come to the adult and their play is not interrupted. We work this way because high-level involvement occurs in child-initiated activity. We have focus children each week (approximately 10% of the group). Activities that occur are recorded when the cycle is complete. These records are on the learning journeys (Tapestry) for the focus children and on “planning in the moment” sheets for activities in which a group have become involved.

The adults are there to teach, they do this though observing and interacting. We ensure that our adults receive training so that they can spot a ‘teachable moment’ while the children are engaged, they know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child. The children become involved in activities of their choice. The adults observe the children carefully, join them, when appropriate, and engage in quality interactions (teaching) to move the learning on. They “teach” through modelling, suggesting, providing vocabulary or resources, explaining or encouraging. In this way, if a child encounters a challenge, then they will not give up. They will be supported to persevere, overcome the challenge and move forward in their learning.

Sir Michael Wilshaw says:- “Early years provision is only as good as the quality of interaction between adults and children.”

### Your Child’s Learning Journey

*“The best interactions happen when we respond to a child’s interests and efforts immediately.” - Anna Ephgrave*

In Acorn class the focus is on children learning through their own interests and play. The team will observe your child’s play and step in to support and help develop their learning.

Children are naturally curious about themselves and the world around them, and we want to create an environment that allows them to develop their curiosities and become independent learners.

Whilst we do make observations of children’s learning and development, the emphasis for staff time is on interacting with children.

## **Transition from Nursery to Reception**

Moving from nursery can be a daunting time for the children therefore we do our best to make this transition as smooth as possible. The reception class teachers will get to meet with the children during transition days, this will enable them to get to know the children their likes and dislikes.

By the time the children arrive for their first day at school, the staff already have a relationship with the children, and their families, and the children are already familiar with the school environment.

### **St Michael's CE Primary School**

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