



**Garfield Primary**  
Today's children, tomorrow's future.



**Nursery Booklet**  
2015 - 2016

## **Check List For your child's first day in Nursery**

On the first day please bring:

1. All **completed** registration forms.
2. A set of spare clothes in a bag with your child's name on to leave on their coat peg.
3. A Garfield Primary reading folder with your child's name on.
4. Any inhalers or medication that your child needs.
5. A box of tissues.

**Please feel free to talk to Nursery staff about any matter regarding your child. We hope that your child enjoys joining our Nursery and we are sure the experience will be of great benefit to them. We look forward to meeting you and your child very soon**



## **Welcome to Garfield Nursery**

Garfield Nursery is located within our Children's Centre building which opened in 2006.

Early childhood is vitally important; it is the foundation on which we build the rest of our lives. At Garfield Nursery we aim to support the building of strong and broad foundations for all our children.

Your child is about to enter what is called 'The Early Years Foundation Stage' which, at Garfield, starts in the Nursery and continues through the Reception year.

## **Admission to the Nursery**

Children are admitted to the Nursery in the school year (1st September to 31st August) in which their fourth birthday occurs.

Places are allocated according to the Borough's admission criteria.

These are:-

1. Children with Special Needs.
2. Children with a medical condition or social need who would benefit from Nursery education. (Such applications **must** be supported by a Doctor's or a Social Worker's report).
3. Children with a brother or sister attending the school.
4. Other children, according to the distance they live from the school. (Measured in a straight line)

The Nursery runs one session in the morning in which we can take up to 30 children.

Children are admitted into the Nursery in small groups. The Nursery does not open for the first two weeks of the Autumn Term. During this time Nursery staff makes home visits for the new Nursery children.

All of the children will start Nursery by the end of September. Children then spend the remainder of the academic year in the Nursery before transferring to the Reception Year the following September.

## **Settling in procedures**

In the Early Years at Garfield we aim to create a welcoming environment where children and families feel safe and secure. We want children to be stimulated and

happy in the setting and to feel comfortable with staff. We also want parents to have confidence that their child's well-being is being appropriately catered for and that they are valued as active partners with the Nursery.

Young children need time to build relationships with the staff and other children. It is most important that the settling-in period is a gradual separation from parents. [Please expect to stay with your child for up to 2 weeks to enable them to build strong relationships with staff while you are there to support them.](#)

## **Nursery Times**

The hours of the Nursery are as follows:-

5 morning sessions from **8:30am - 11.30am**

**The sessions will end promptly at 11:30am in the morning.**



## **Bringing and collecting your child**

### **Bringing your child**

When you are bringing your child to Nursery please press the buzzer on the Children's Centre Gate and then enter the Nursery through the wooden gate into the playground. This gate will only be open 8:30am-9:00am.

It is vital to be prompt for the start of each session; this is an important time for settling and learning. Arriving late causes disruption for your child and for everyone else. When children arrive late they miss important learning opportunities.

## **Collecting your child**

If someone different is collecting your child please **tell us** and ask that person to identify themselves to Nursery staff so we can ensure your child's safety at all times. We may also ask you for a password. If we do not have this information we will not let your child leave with an unknown adult.

Please do arrive promptly to collect your child. It is **very worrying** for a young child to be left when everyone else has gone home. It is also very unfair on Nursery staff who have many other demands on their time.

When picking up or dropping your child, please wait **outside** the Children's Centre gate until it is opened by the Nursery Staff at 8:30 / 11:30am. While waiting you should be particularly aware that the staff car park is adjacent to the footpath and is in constant use, so please keep your child with you at the gate and **ensure that he/she does not run across the car park.**

Please accompany your child into the Nursery every day, to see that he/she is settled and, if you have time, look at a book or take part in a shared activity with them whilst the rest of the class is assembling. Another important reason for coming into the Nursery each day is so that Nursery staff can give you any pertinent daily messages and, if necessary, have the opportunity to talk to you about your child's progress.

## **Nursery Routines**

Each day, the children have a fruit snack and a drink of milk. Water is also available for the children. Please do not give the children any other drinks, sweets, crisps, chewing gum etc. to bring with them.

Most physical activities take place outside. Hall sessions are sometimes available for Nursery children so they have the opportunity to explore a different space, to refine skills and to use different equipment and apparatus. In the hall children work with bare feet.

## Clothing

- **Whilst children are in the Nursery plenty of rather “messy” activities are provided which are vital for their learning. Whilst we endeavour to ensure that children wear aprons for painting and water play, clothes do get dirty at school, so please clothe your child in practical, easy-care clothes.**
- Another important thing is to ensure your child can easily remove any clothing when going to the toilet, so comfortable “track suits” that can be pulled down in a hurry if necessary are obviously preferable to complicated, tight belts and buttons. If an ‘accident’ does happen, as it does occasionally, we will support the child while they change into dry clothes and send the wet/soiled items home.
- We ask parents to **bring a bag with a full set of spare clothes to Nursery** every day in case their child needs to change for any reason. Please ensure this is named. If your child borrows clothes from the Nursery, please wash them before you return them to school.
- **Please remember that your child will be playing outside, whatever the weather** and will therefore need adequate clothing. They will need
  - **Gloves, a hat and a warm coat in winter**
  - **A sun hat and sun protection cream in the summer**
- To help children become more independent in changing, please avoid shoes with laces; shoes with Velcro fastenings are much easier to manage.



## **A Child's 'Special Week' for planning**

Every child in Nursery will have a special week for planning two or three times per year. This is when your child is at the centre of planning in the Nursery and we will follow their particular needs, interests and ideas. We will send a form and camera home before their special week which will help you to share with us your child's interests at that time. We will discuss this with you in the Autumn Term.

During your child's special week the teacher/key person will record your child's learning journey in photos and on paper. The teacher/ key person will meet you to discuss photographs and narrative of the learning your child has done that week. This process will be explained to you in more detail by the Nursery Staff in September.

## **Working with parents/carers**

We look forward to involving you in the following ways

- We will be conducting home visits to get to know you and your child before they start Nursery. We can organise interpreters where necessary.
- On the Friday before your child's special week we will send a digital camera home. We will ask you to take photographs of your child with their family, of any special celebrations, or any outings you have been on and also to provide some brief information about their current interests.
- During the week following your child's special week we will also meet with you to discuss their learning and development.
- At the beginning of the Nursery sessions please tell us any important information regarding your child which may affect their learning that day. Please also share any concerns you have about your child or their development.

## **Parent helpers**

We value the assistance parents are able to offer in the school.

If you are available during the day and would like to help in the school please speak to the Nursery Teacher or Children's Centre Leader, Marion Samuel.

## **Behaviour**

We have certain expectations from the children with regard to behaviour. Rules and their consequences are discussed and devised in collaboration with the children. If they do something that is unkind or dangerous to themselves or others (e.g. throwing sand at someone etc.) children will be disciplined. This means we will talk to the child about what he/she has done in order to help him/her understand what s/he has done wrong. If necessary the child will be removed from the activity for a while. In cases of repetitive unacceptable behaviour, the child will be given 'Time out'. This means s/he will sit down and not play for five minutes and then the teacher will talk to him/her about their behaviour and ask them to apologise to the injured party. In line with the rest of the school, it is our policy **not** to exercise 'corporal punishment' (i.e. smacking). If anything 'serious' occurs at school with your child, we will discuss it with you and decide how best to solve the problem at home and at school.

## **Books**

We have a Nursery Library. Your child will be able to take home a library book twice a week. Please can you purchase a strong book folder from the school office.

The Nursery staff will read to each child individually at least once a week to encourage a love of books. You can help with this too by spending some time with your child looking at and enjoying the book and encouraging him/her to talk about the pictures and the story. Children often like to 'read' the same book time and time again. Please be patient and even if **you** are tired with the book, try not to let your child see this, but encourage their interest.

We would like you to return the book (in the folder) when your child has finished with it so that it can be changed. There will be a card enclosed for you to make comments, either about the book or if your child enjoyed the book.



## How can I support my child's learning at home?

Every child is different, and you will know better than we do what your child enjoys, what helps them, and what does not. But here are some ideas for how to help your child develop:

- **Talking.** This is the single most important thing you can do to support your child's language, thinking, and learning. Through talking children come to understand much about how the world works, and deepen the structures of their thought.
- **Sharing stories.** This could be in the form of books that are sent home from school, books that you have at home, stories you were told as a child, or stories from your own lives. Also, encourage your child to tell their own stories, either about what they have seen or done, or about imagined situations.
- **Doing maths on the move.** Maths is a language which helps us to understand the world, and it can be found everywhere – notice the numbers on the bus, for example, or talk about the change you get from the shopkeeper, or the weight of the flour you are weighing out. Even better, allow your child to give the money to the shopkeeper or involve them in the cooking. These experiences will help your child to understand how numbers and concepts such as 'bigger', 'heavier', 'more' and 'less' relate to the real world .
- **Providing creative opportunities.** Whether on a small or large scale, and whether very messy or not messy at all, creative opportunities are very important for children. Activities like painting, drawing, junk-modelling, singing, dancing or playing musical instruments all contribute to a child's sense that they are worthwhile and can have a positive impact on the world. Beyond this, creativity in thought is one of the main factors determining a child's educational success – if they can think imaginatively and creatively there is a better chance of them succeeding in school.
- **Encourage role-play.** Children will naturally copy what they see around them, acting out scenes from family and school life. This is one of the most important ways they come to understand the world, as it is a safe environment in which to test out their ideas. Why not make a dressing up box with old clothes for them to use, or collect old phones, hairbrushes and other household items for them to play with? Ready access to paper and pens will help children to develop writing and number skills in meaningful situations.
- **Get outside.** Children often feel constricted by the formality and rules of indoor environments and a regular opportunity to explore outdoor areas will provide many learning opportunities they may otherwise have missed. For example, playing with a bucketful of water at the beach or park, where it doesn't matter if water spills on the ground, a child may make discoveries

about capacity, and how water is displaced – a discovery they may well have failed to make if they were worried about spilling water on the carpet!

- **Playing games.** Many rule-based games (board games, card games, etc) help children to understand the need to co-operate and follow rules, and will often develop a child's memory and thinking skills. Physical games such as 'It' or pat-a-cake develop children's physical coordination and help them learn to be sensitive to other people's needs.
- **Singing songs and rhymes.** Many of the songs which you learnt as a child may have seemed silly or 'just for fun', but they often provide a valuable educational experience. For example, counting songs help children to internalise the order of numbers, and rhyming songs familiarise children to the sounds of words – a vital step in learning to read and write.
- **Be a role-model.** Your child will be aware of what you're doing and how you're doing it nearly all of the time, so let them see the kind of behaviour you'd like them to emulate. If you're writing a letter or an email, for example, let them watch and explain what you're doing as you're writing. Let them see that you enjoy reading too, and have your own books that you like to read for pleasure. Talk them through how you're using a calculator to work out your accounts, or a map to plot the route to their uncle's house, etc. Children are very interested in the adult world and if they see you using your skills in maths, reading and writing, they will begin to copy and learn these skills for themselves.
- **Have fun!** Bringing up a child can be incredibly difficult, but it can also be a lot of fun; and research has shown that the brain learns best not when it is stressed and under pressure, but when it is relaxed, happy, and confident.

### **Transfer to Reception**

Although transfer to Reception may seem a long way away, time soon passes. Here are some brief details. More information will be given to you nearer the time. You will need to re-apply for a Reception place.

When children transfer to Reception they attend for mornings only for the first two weeks of term. In the third week of term children stay for lunch, but go home in the afternoon. In the fourth week children stay for a full day, including lunch, unless school and family agree that a part-time place would be best for individual children.