



# WELCOME TO NURSERY

*Information for Parents and Carers  
of pupils starting Nursery*





## WELCOME TO LAKES PRIMARY SCHOOL

Dear Parents/Carers,

We want every child to get the best possible start in Nursery at Lakes Primary School. Therefore, the information in this booklet is designed to help you understand what happens in Nursery, how we intend to help your child develop to their full potential and how you can become involved in the process.

We hope you find the information in this booklet useful. If you would like any further information - please just ask! All members of staff are happy to help in any way they can. We look forward to working in partnership with you.

We hope that the time spent with us here will be happy, successful and full of fun!

Yours faithfully,

*Mrs Madden*  
Head Teacher

### CONTACT INFORMATION

Lakes Primary School, West Dyke Road, Redcar, TS10 4JH

**Tel:** 01642 485894

**Fax:** 01642 475602

**Website:** [www.redcar-cleveland.gov.uk/lakesprimary](http://www.redcar-cleveland.gov.uk/lakesprimary)

**Email:** [Lakes\\_Primary\\_School@redcar-cleveland.gov.uk](mailto:Lakes_Primary_School@redcar-cleveland.gov.uk)

### ADMISSIONS

Please apply to us directly in order to gain a nursery place for your child.

Children of nursery age are educated on a part-time basis: there is the provision for 39 children to attend our morning nursery and 26 children in the afternoon session. Wherever possible, places are allocated to children immediately after their third birthday. A member of staff will make contact with you to let you know when a place becomes available for your child. We adhere strictly to birth dates on our waiting list to ensure fairness in the allocation of places. Where attendance at Nursery is irregular, a place may be withdrawn and offered to another child on the waiting list.

Please be advised that attending our Nursery does not guarantee a place in our Reception class because admission to Reception is managed by the Local Authority. Please speak to a member of staff for further information regarding school admissions.

*'The Nursery provides a good start to children's time in school and children make good progress, which is due to the care and support they receive.'*

Ofsted, 2012

## OUR VISION

We aim to provide a positive learning experience for every individual, which ensures that everyone achieves beyond their ambition. We take pride in the fact that our pupils are nurtured in a safe, enjoyable, respectful learning environment, which promotes self-belief, confidence and resilience, because everyone in our school matters.

## AIMS

Four guiding principles shape the practice we deliver in our Nursery:

- 1) Every child is a **unique child**
- 2) Children learn to be strong and independent through **positive relationships**
- 3) Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs
- 4) Children **learn and develop** in different ways and at different rates.

*'Pupils feel valued. Staff provide good role models by the way they relate to each other and the pupils.'*  
Ofsted, 2012

In Nursery we will:

- Provide a safe, secure, caring and stimulating environment
- Encourage emotional, social, physical, creative and intellectual development
- Encourage and develop respect for people, property and the environment
- Develop confidence and self esteem
- Promote independence and responsibility
- Value, support, nurture and develop children as individuals.

## CURRICULUM

Our Nursery provision is based on the Early Years Foundation Stage (EYFS) curriculum which sets the standards for learning, development and care for children from birth to 5 years old.

The EYFS covers 7 areas of learning development. Children should mostly develop the 3 prime areas first, as these are the skills most essential for healthy development and future learning:

- Communication and language
- Physical development
- Personal, social and emotional development

As children grow, the prime areas will help them to develop skills in 4 specific areas:

- Literacy (Reading and Writing)
- Mathematics
- Understanding the world (Science, ICT, History, Geography and RE)
- Expressive arts and design (Art, Music, Dance and Design Technology)



## THE 3 PRIME AREAS

### COMMUNICATION AND LANGUAGE

*Children will experience a rich language environment, which will support the development of their speaking and listening skills.*

Within this area of learning, children will:

- Be encouraged to communicate their thoughts, ideas and feelings
- Share and enjoy a wide range of rhymes, songs, poems, stories and non-fiction books
- Begin to experiment with writing through mark making
- Develop their spoken language through conversations, in a range of situations

You can help your child by:

- Sharing and enjoying books - why not visit the library together?
- Listening and talking to your child - ask them questions about what they think and how they feel about topics that interest them
- Singing songs and rhymes: play nursery rhyme CDs and sing along together
- Let your child see writing for a purpose, for example through shopping lists, birthday cards and letters



*'Children make good and sometimes outstanding progress from when they start school in the Nursery to when they leave at the end of Year 6.'*  
Ofsted, 2012

## PHYSICAL DEVELOPMENT

*This area of learning is about movement, awareness of the body, gaining a sense of space and understanding health and what the body needs.*

Within this area of learning, children will:

- Develop an awareness of what it means to be healthy
- Explore, experiment and refine movements and actions
- Use a range of large and small equipment
- Become more aware of the space around them
- Develop control over their body and the ability to balance
- Improve skills such as climbing, sliding and tunnelling



You can help your child by:

- Making opportunities for physical activities both indoors and outdoors
- Playing ball games, which encourage controlled movements
- Providing resources that gradually introduce new skills, such as threading and cutting
- Ensuring that you have enough time for your child to dress and undress themselves

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

*Personal, Social and Emotional Development helps children to interact effectively and develop positive attitudes towards themselves and others.*

Within this area of learning, children will:

- Become more independent
- Learn how to respect, and interact with, other children and adults
- Establish relationships with others
- Become prepared for new experiences and develop a willingness to tackle problems
- Think about right and wrong, developing a sense of responsibility

You can help your child by:

- Having routines and structure in place to promote feelings of security
- Giving quality time to talk and actively listen to your child
- Encouraging your child to ask questions
- Allowing your child to express all emotions in acceptable ways
- Allowing children to make choices
- Encouraging your child to help others
- Playing games together - dressing up and role play games are great, especially if you join in too!
- Explaining to your child the consequences of actions
- Encouraging independence by developing self-help skills

## THE 4 SPECIFIC AREAS

### LITERACY

*This area focuses on encouraging children to link sounds and letters, as well as begin to read and write.*

We actively encourage reading and children will be given access to a wide range of reading materials to ignite their interest. Each week, children will have a book session with a member of staff where they will choose a book together. This session will involve discussing the features of a book (title, author, illustrator, contents etc). Following this session, children will bring the book home with them.

***Please take the time to share these books together:*** this encourages a love of reading for pleasure and information. This is vital to good progress in reading throughout school and later life.



*'The teaching of reading has been a real focus for the school.'*  
Ofsted, 2012

### MATHEMATICS

Within this area of learning, children will begin to:

- Learn new maths vocabulary for measurement, shapes, positions, early numbers, order and patterns
- Know the sequence of numbers
- Show an awareness of time
- Be aware of shapes in their environment

You can help your child by:

- Playing board games like snakes and ladders to practise counting
- Counting objects as part of everyday life e.g. count the number of stairs each time you walk up/down them, count the number of cups at the table etc
- Singing number songs and rhymes - '1, 2, 3, 4, 5 - once I caught a fish alive!'



## UNDERSTANDING THE WORLD

This area of learning involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Within this area of learning, your child will:

- Begin to make sense of the world
- Develop their designing and making skills
- Have opportunities to find out about information and communication technology (ICT)
- Have opportunities to learn about the place they live in and the natural world
- Develop an awareness of different cultures and beliefs



You can help you child by:

- Taking them to places such as shops, the library, the seaside and local parks
- Talking to them about local landmarks - buildings, parks and schools
- Enjoying the outdoors together, making collections of natural objects
- Commenting on seasonal changes and pointing out things that are growing

## EXPRESSIVE ARTS AND DESIGN

This area of learning is broken down into two main aspects:

- 1) **Exploring and Using Media and Materials.** This involves exploring and playing with a range of media and materials.
- 2) **Being Imaginative.** This is about children using what they have learned about media and materials to express themselves in original ways. Children will be encouraged to express their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

You can help your child by:

- Allowing them to explore paint, play dough and other objects with a range of textures such as wooden spoons, brushes and ribbons
- Providing opportunities for being creative outdoors, as well as in
- Allowing plenty of time to explore and avoid rushing them to finish what they are doing - *creative ideas take time to develop*
- Joining in with their play - *children often really enjoy having an adult that they can direct*
- Valuing their efforts. Take time to talk about what they have done and then put it on display.

Nursery staff plan experiences that build on children's interests and their spontaneous play. Staff use their observations of the children to ensure that activities are well matched to the children's needs and address the next steps in their learning.

*'Teachers ensure that there is a good range of activities that meet pupils' needs well.'*  
Ofsted, 2012

To find out more about these areas of learning visit:  
[www.foundationyears.org.uk](http://www.foundationyears.org.uk)



From pregnancy to children age 5

## THE LEARNING JOURNEY

Every child in Nursery will have their own personal 'learning journey'. This will become a unique record of your child's learning in all areas of the EYFS. It will include photos of your child in various activities, examples of their artwork and written observations - including the child's own words. You are welcome to come in at any time to look through your child's learning journey - *please speak to a member of staff to arrange this*. We encourage you to add to your child's learning journey by sharing exciting news that we can include, or by bringing in photographs or certificates that we can photocopy. This helps us to build up a wider picture of each child's learning and interests.

## HELPING IN NURSERY

Parents and carers are ***always*** welcome! We greatly value parental support and look forward to working closely with you throughout your child's learning journey: your child will benefit from your interest and support. You may like to come in to Nursery to read stories, play games, or work with small groups to bake. We especially welcome parental support during our educational visits. If you would be willing to help and, perhaps have some spare time during the week, please come and join us!

## ATTENDANCE

In order to receive the full benefit that Nursery provides, it is important for your child to attend regularly. Good attendance helps children to develop friendships, grow in confidence and prepare for school. We actively encourage good attendance from all of our pupils. If your child is unable to attend for any reason, please telephone the school and tell us.

## SNACK

Snack is an important part of our daily routine. Your child will learn basic hygiene rules, healthy eating, independence, social skills and taste a variety of foods. Snack is normally done as a small group, staggered throughout the session but occasionally as a whole class. We provide a wide variety of healthy snacks, which includes a piece of fruit or vegetable each day. Milk or water is provided for each child. Children learn to clear away and wash their own cup and plate.



***Please let us know if your child has any specific food allergies.***



## CLOTHING

Nursery children are encouraged to come to school wearing our school uniform because it is practical, hard-wearing and helps to promote a sense of belonging and pride in the school. Our school uniform colours are navy blue and mid-grey: navy blue jumpers or sweatshirts and white polo shirts. Please name each article of clothing clearly with your child's forename and surname.

Uniform with the Lakes Primary School logo on may be purchased from: [www.quickstitch.co.uk](http://www.quickstitch.co.uk)

01642 487720

19 West Terrace  
Redcar  
Cleveland  
TS10 1DP



## NURSERY TIMES

**Morning session:** 8.45am - 11.45am  
**Afternoon session:** 12.15pm - 3.15pm

## SETTLING IN

Children come into Nursery from various backgrounds and have enjoyed a variety of pre-school experiences. Some children settle quickly, whilst others take longer to gain confidence. We understand this and have thought very carefully about the ways in which we can support you and your child through this transition. We offer:

**STAY AND PLAY** - Once a place has been confirmed in our Nursery, we will invite you to come along to some sessions with your child. This offers the opportunity for you to familiarise yourself with staff, children and routines as well as have some fun together.

**SETTLING PERIOD** - On your child's first day, they will need to be accompanied by a parent/carer who will stay with them throughout the session. It is a time which allows your child to meet the children they will be in nursery with and to see the physical environment. You are welcome to stay with your child at the start of each session to complete various 'settling' jobs with them.

## GOING HOME

At the end of each session, please try to collect your child on time, as children can get very anxious if other children have gone home and they are still waiting. We ensure that every child is collected by an adult: if someone else is collecting your child from school, please inform a member of staff. This will help to alleviate any worries or confusion for all concerned. At Lakes Primary School we are committed to the safeguarding of our pupils: **a person over 16 years of age must collect each child.**

*'The school is diligent in promoting pupils' welfare and safety.'*  
Ofsted, 2012

**If you have any further questions that you wish to ask, please do not hesitate to contact us.**