

GAWTHORPE COMMUNITY ACADEMY NURSERY



**High Street
Gawthorpe
Ossett
WF5 9QP**



Welcome Pack

W E L C O M E

We are delighted to welcome you and your child to the Nursery which is an integral part of Gawthorpe Community Academy.

We aim to make the nursery a happy, welcoming place, where your child will feel secure and valued, and gradually gain in confidence and independence.

We recognise that you are and continue to be your child's most important teacher, but together we can widen your child's experiences and friendships, and help your child develop an attitude of caring and sharing and a sense of achievement through learning which is a pleasurable and rewarding experience.

Starting nursery is a big step and we want you to continue to be fully involved in your child's development and learning. Partnership between parents and the Academy is of the greatest importance and we look forward to a happy relationship and close co-operation so that we can all work together for the benefit of your child.

We hope this brochure gives you the information you need. If there is any other information you would like, please do not hesitate to ask.

Staff in the Nursery

My Key Workers are...

Miss Rush
Nursery Teacher



Mrs Beaumont
Nursery Teacher (Maternity Leave)



Miss Gothard
Nursery Nurse



Mrs Appleyard
Nursery Nurse



Other People who work in Nursery are:

Miss Haw
Lunchtime Supervisor



Mrs Perkins
Lunchtime Supervisor

Mrs Pyrah
Pastoral Support
Attendance Officer



Early Years Vision Statement

The pursuit for **excellence** is at the heart of all we do and provide. This is built on relationships of trust and **respect** between all concerned. We say what we mean, we have clear boundaries to ensure consistency which gives a very strong message to the children. We give the children opportunities to make choices and have their say, we want them to understand that what we do, we do for them. It is as important to us as it is to them and their parents/carers that we genuinely like and **care** about them.

Our working walls and regular workshops are a way of engaging parents, carers and children in a non-threatening way to contribute to their child's development.

We have high expectations of ourselves and the children. We see **mistakes** as an integral part of the learning process and becoming **resilient**, enabling children to **manage risk** and **problem solve**. We spend a lot of time reflecting and questioning our teaching both what and how, ensuring highly effective practice for all groups and individual children.

Our learning environment provides open ended resources with areas where children can initiate their own ideas and extend their own play. We are driven by the children's interest and what we have observed they need to learn, to understand and experience, therefore provision is constantly changing, however some things remain constant for children to **practice** and **consolidate**. Our understandings of learning is that it is a process, and therefore by creating a flexible environment, time and open ended resources children can **explore, investigate, think, ask and answer questions**. Through this implicit challenge and positive language, children develop the **characteristics of effective learning**. They further understand this themselves by the use of the puppets that we have linked to them. This is also a tool for them to talk about their learning in positive terms.

Our observations give us the information that we need, they are factual and show what the child is doing and has said. Together these observations are used to make a judgement about where the child is working not the other way around by making a child fit a statement. We feel that this along with knowing how they learn is the success to rapid development for all groups of children.

We use a tracking system to collate the data which we use for gap analysis, emerging trend, identifying barriers to learning, identifying where challenge is needed and then plan to address.

Our planning is objective led through key objectives covering all 7 areas of learning. Activities are driven to promote the **love of books** and develop **imagination** and literacy skills. Basic skills are always planned for a purpose so that they are meaningful, in context and children have

opportunities to apply and demonstrate phonics, extend vocabulary to enable children to communicate effectively.

Other planning is as a result of what we have observed or an assumption we have made that needs testing out.

Our understanding of planning for challenge is to extend children's learning at that moment in time and as a result of what we have observed. We also plan key questions for focus group time, interactions with the children in the provision and the levelling of skills development in specific areas. The systematic approach that we have to revisit objectives ensures children **remember more** and therefore **know more**.

We want children to become **independent, self-motivated** learners and therefore provide independent learning opportunities for the children to continue their learning, **discover** and **explore** indoors and outdoors. We believe by doing this and interacting in an appropriate way by observing, challenging, supporting and extending learning with practitioners who believe in what they are doing and have a sound knowledge of how children learn, academic progress, knowledge, skills and attitudes are bound to develop.

Helping your child Settle into Nursery

Through a gradual integration of your child in nursery, an unhurried start to the session and lots of praise and encouragement, your child's transition from home to school will hopefully be a smooth one.

Ways to ease your child into the nursery session may include:

- Helping your child to identify his/her coat peg.
- Spending a few minutes settling your child into an activity.
- If your child is reluctant to choose an activity decide together which activities you would both like to play with on arrival at nursery.
- Reading a story with your child.
- Involving a member of staff or other children in a topic of interest or conversation.
- Reassuring your child that you or whoever is collecting will return when your child has had time to play.
- Including a member of staff in the activity in order that you can leave more easily and the adult can extend your child's interest and create the temporary diversion when needed.

Children settle in different ways so please try not to worry, the nursery staff will ease you through any problems

SAFETY

Bringing and Collecting your Child

Because we are concerned for the safety of the children, it is important that we know who is bringing and collecting your child. This should be an adult over the age of 16 years. Any variation of the usual arrangements should be mentioned to a member of staff.

Your co-operation with punctuality would be greatly appreciated. Children need to learn the importance of this, they tend to get upset if they are not collected promptly and staff need time to prepare for the next session (or for the following day).

It would be helpful if parents bringing younger children in push chairs could leave the pushchair outdoors or in the conservatory as there is no space for prams in the classroom.

In the interests of safety, please do NOT allow children to use the outdoor play equipment at the beginning and end of sessions. Accidents can happen and liability is a complex matter.

We would also appreciate your co-operation in leaving dogs at home and not smoking in the nursery grounds.

Health and Safety through the Curriculum

The children are taught about Health and Safety through the curriculum.

Children are never allowed to play outside without supervision and the gates are locked. The children are taught to stay within certain boundaries.

The children are taught to use apparatus for physical development safely.

The children are asked to walk when inside the building.

The children are encouraged to wash hands after using the toilet and before eating/helping with food preparation.

School Uniform

Governors, staff and parents think that children should feel a sense of 'belonging' to the Academy and that they should wear their uniform with pride.

Please label your children's clothing with their name.

Girls

Navy sweatshirt/jumper/cardigan with Gawthorpe Community Academy logo
Pale blue shirt/blouse
Grey skirt/pinafore/ trousers
Black flat footwear

Summer

Blue and white check dresses

Boys

Navy sweatshirt/jumper with Gawthorpe Community Academy logo
Pale blue shirt/polo shirt
Plain grey trousers
Black flat footwear

Summer

Optional grey shorts

Uniform items with the Gawthorpe Community Academy logo on can be bought from The Box, Seemore Shopping Parade, 13 Towngate, Ossett

- No ear-rings, including stud ear-rings, necklaces, watches, jewellery, etc. because of obvious dangers and so they don't get lost or caught up in play and education. If a stud for any reason cannot be removed please cover the stud with tape.
- Children may wear their shoes for indoor and outdoor activities. If your child wears Wellingtons or boots in winter, you will need to provide shoes to change into. Wellingtons will be provided for your child to do gardening in, for wet weather and water play outdoors. Waterproofs are also provided.
- For safety reasons only sandals with covered toes may be worn in summer. Shoes are fine.
- Coats need to be named and a tag attached large enough for your child to hang his / her own coat.
- It is advisable to provide a labelled pump bag with a change of clothes in just in case your child gets wet. Pump bags can be purchased from the Academy general office for £4.

General Information

Outdoor / Messy Play

Children have access to many messy play activities indoors and outdoors daily. Although aprons are available your child will be encouraged to be independent in using materials and clearing afterwards and at times will get messy. Children who worry about getting clothes dirty are restricted and will not gain the full enjoyment and learning of an activity. If paint or glue gets on clothes, it helps to **soak** them in cold water and use a non-biological washing powder.

Snacks and Drinks

All Nursery age children are provided with a carton of milk and a piece of fruit every day. Your children will also have access to fresh drinking water and so we ask that they do not bring any drinks or snacks from home.

Grow It, Cook It

A voluntary contribution of 50p per week meets the cost of gardening, cooking, baking ingredients and equipment.

Birthdays

The 50p contribution also provides for your child's birthday celebration. On this special occasion we appreciate you joining us but ask you NOT to bring sweets, cakes, etc. as we will sing and give your child a card and a little something to share with their friends.

Telling and Sharing

We love to listen to children telling us about what they have done at home e.g. a party, out of school hobby, visit or a visitor, a weekend activity. If your child would like to draw a picture, write a note or bring in a photo to share with us, we would be delighted.

We also welcome you to tell us about a special event, or share with us something you have noticed your child doing.

Library Books and Loan Schemes

We invite you and your child to choose a book to take home to share, to talk about and for you to read to him / her. If possible, try to read to your child each day. There is much evidence to show that this is one of the best ways of encouraging your child to enjoy books and learn to read.

Please take advantage of the educational games which are available for you to play with your child.

Toys

We prefer children not to bring toys from home to Nursery. We cannot guarantee that they will not get lost or broken and so ask that you support us by encouraging your child to leave their own toys with you.

The only exception to this rule will be if we ask you and your child in as part of our topic work.

Behaviour

We emphasise the encouragement of positive behaviour through positive encouragement and praise within a relaxed, secure, caring environment in which there is mutual respect between all members and proper concern for the environment. The children have the security of known routines and learn that the standards set for their behaviour by the staff are consistent. We believe close co-operation with you is important and should we or you feel that your child's behaviour is of concern, we will discuss the matter together and hopefully provide a joint course of action.

Absences

If your child is ill, please telephone or send a message, giving the reason for absence, on the first day of illness. A table of diseases is included as a guidance to help you prevent the spread of infections.

| <i>Disease</i> | Usual incubation period (days) | Usual period of communicability | Exclusion from School |
|---------------------------------------|--|--|---|
| Chicken Pox | 13 -17 | 2 days before rash appears to 5 days after the first crop | 5 days from onset of rash |
| Conjunctivitis | Depends on cause | While eye is red and discharging – up to 2 weeks for viral causes | Until eyes have recovered and discharge has stopped |
| Dysentery | 1 – 7 | While diarrhoea persists | Until diarrhoea stops |
| Food poisoning (including salmonella) | 0 – 2 (depends on cause) | While diarrhoea persists | Until diarrhoea stops |
| German Measles (Rubella) | 14 – 21 | From 7 days before to 7 days after rash appears | No need to exclude |
| Glandular Fever (infectious mono) | 5 – 7 weeks | Until symptoms disappear | No need to exclude |
| Hand, Foot & Mouth Disease | 3 – 7 | 3 days before rash appears to a few days after | No need to exclude |
| Impetigo | 4 – 10 | Until skin is dry | Only if skin is weepy and cannot be covered |
| Influenza | 1 – 3 | Day before illness to 7 days after | Until child has recovered |
| Measles | 10 – 15 | From a few days before to 7 days after rash | 7 days from appearance of rash |
| Meningococcal Infection | 2 – 5 | Whilst organism is present in nose and throat | Until recovery |
| Mumps | 12 – 21 | From 7 days before symptoms till swelling subsides (often 14 days) | Until swelling subsides (minimum of 7 days) |
| Pediculosis (lice) | 8 days to hatch 8 – 10 days to reach maturity | While lice or eggs remain alive on host | Until treatment has been received |
| Ringworm of scalp | 10 – 14 | While active lesions still present | No need to exclude |
| Ringworm of body | 10 – 14 | While active lesions still present | No need to exclude |

| <i>Disease</i> | Usual incubation period (days) | Usual period of communicability | Exclusion from School |
|--|--|--|--|
| Ringworm of feet (Athlete's Foot) | Unknown | While active lesions still present | No need to exclude |
| Scabies | 2 – 6 weeks before itching starts; 1 – 4 days on re-infection | While mites remain alive on host | Until treatment has been received |
| Scarlet Fever and other Streptococcal Infections | 2 – 5 | While organism is present in nose, throat or skin lesion | Until recovery |
| Shingles | Reactivation | One week after rash appears | 5 days from onset of rash |
| Threadworm | 2 – 6 weeks for completion of lifecycle | While eggs still being produced. Eggs can survive 2 weeks in the environment | No need to exclude |
| Whooping Cough (Pertussis) | 7 – 10 | From start of catarrhal phase to 21 days after onset of paroxysmal cough. Treatment can reduce this to five days | 21 days from start of paroxysmal cough. If treated with erythromycin can return after 5 days |

Medication

Please be aware we can only give medication that is prescribed and contains the prescription details provided by the pharmacist. We also need written parental consent (forms are available in the nursery). Please inform us if your child suffers from an illness, allergy or medical condition.

First Aid

Should an accident occur at Nursery, it will fall into one or two categories – minor or major; with a minor accident only the most basic first aid carried out and a note or head form is given. With a major accident parents or nominated representatives are contacted first to decide the course of action, but if contact cannot be made the Academy makes the appropriate decision, advising the parent subsequently.

Child Protection

The named person responsible for Child Protection is the Principal and in the Nursery, the nursery teacher. Our Child Protection Policy ensures that rigorous procedures are in place. The safety and well being of each child is paramount and the Academy has a duty by law to pass on to Social Services concerns or information where there is any evidence of neglect, mental, physical or sexual abuse.

Lower Foundation (Nursery)

Children enter Lower Foundation the school term following their 3rd birthday.

| Children born between | Term to begin Nursery |
|---|-------------------------------|
| 1 st September – 31 st December | Spring Term (January) |
| 1 st January – 31 st March | Summer Term (After Easter) |
| 1 st April – 31 st August | Autumn Term (September) |

Reception (Upper Foundation)

Children move into Reception class (full-time) in the September of the school year they become 5 years old.

You will be sent an application by Wakefield Local Authority to apply for a full time place if you live in Wakefield. If you live in another Authority, please contact your local authority for their arrangements.

* Please note that attending our Nursery does not guarantee a place in full time school here.

CONCLUSION

On your child's first day in Nursery we will gather further information from you about the uniqueness and special qualities of your child. If you have any pre-school records please bring them in to share with us. All of this information and our early observations of your child will enable us to provide appropriate opportunities for each individual child.

I hope your visits to nursery, home visit and this Welcome Pack, have covered any questions or queries you have. If you have any more or if you think of any in the future do not hesitate to see Miss Rush (Nursery Teacher), Mrs Beaumont (Nursery Teacher), Miss Gothard (Nursery Nurse) and Mrs Appleyard (Nursery Nurse) or any other member of the Nursery team.

The Nursery staff are really looking forward to getting to know your children and having lots of fun working with them.