



Rose Hill Westonbirt
SCHOOL

2010

Early Years Parents' Handbook



Roseuds Nursery at Rose Hill Westonbirt

WELCOME!

Mission Statement

“Rose Hill Westonbirt School encourages every pupil on an individual basis, educating the whole child, celebrating individuality and rewarding achievement across a wide range of learning opportunities.

We believe that a caring, happy, stimulating and Christian family atmosphere, where staff work closely with both parents and pupils, fosters a nurturing learning environment. This, in turn, promotes maximum progress, both socially and academically.”

Learn ~ Live ~ Love



Welcome to the Early Years Foundation Stage (EYFS) at Rose Hill Westonbirt! Your child is about to embark on one of the most important journeys of their life. Our aim is to make this an exciting, stimulating and enjoyable experience which will not only establish the skills necessary for successful learning and development, but will also inspire within them the joy of discovery and the desire to know more.

We understand fully how this can be an anxious time for parents as well as children and we hope that you will find this handbook helpful. It is now a recognised fact that children learn more between the ages of 0 - 5 years than at any other time in their life! The Early Years are a crucial time in your child's life, when ideas and attitudes laid down at this stage will have a profound effect on their approach to future learning. We are well aware of our responsibility in this respect and it is one we take very seriously. With this in mind, we look to provide for your child not only a first class learning environment, but one in which they can feel safe and secure, and also valued.

At Rose Hill Westonbirt we want to demonstrate a whole school commitment to the EYFS statutory framework to achieve quality in early years, giving children the opportunity to fulfil their full potential, providing a place of attainment, not a place of containment.

We present them with an appropriate curriculum, which is designed to challenge and inspire, but also allow them to be successful. Most importantly, we support them with a staff of highly qualified and experienced professionals, who are specialists in their fields. These people are our most important resource. They will support your child in every aspect of their development, not only in their academic attainment, but also to ensure their happiness, wellbeing and progress.

We look forward to meeting you!

STAFF

Name	Position	Qualification
Reception Class staff		
Mrs Rosemary Lewis	Head of Pre prep Reception Class Teacher	BEd (London University) First Years of Schooling. Education & History
Mrs Nicola Cook	Teaching Assistant	BA (Hons) Textile Design, Pata Certificate in Childcare and Education, City & Guilds certificate in Learning Support
Nursery Staff		
Mrs Rebecca Mitchell		
Mrs Sara Price	Lead Nursery Teacher Nursery Teacher	MA (Cantab), PGCE PATA Cert CCE, NVQ3, Dip Neuro Linguistics, Cert Family Therapy, Derbyshire Language Elkian Lv 3
Mrs Tina Parsonage	Nursery Assistant	NNEB

Here are some of the staff with whom your child will also have regular contact:

Name	Position	Qualification
Mr Neil Shaw	Headmaster	MA Nottingham, BA (Hons) Exeter PGCE Loughborough
Mr Guy Barrett	Deputy Head Academic Year 6 Form Tutor	Bsc Hons Shepherd University WV (West Virginia) GRTP, QTS
Mrs Mary Worsfold	PE/Swimming & Games	ASA Swimming, Hockey, Netball and Athletics Club Coach NNEB Rounders
Mrs Shirley Jee	Director of Music	MA (Oxon) Music, LTCL PGCE
Mrs Ruth Twiss	French Teacher	BA French (Spanish subsid) PGCE
Mrs Lin Cove Mrs Lin Coles	Teaching Assistant Teaching Assistant	Teaching Assistant Levels 1,2 & 3
Ms Natalie Langer	Teaching Assistant	
Mrs Krista Davies	Teaching Assistant	

Mrs Moira KIELTY

SENCO

BEd Hons (Science) Cert in Teaching
Studies (SEN) Oxford. Cert in
Understanding Learning Difficulties

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AIMS OF THE EARLY YEARS FOUNDATION STAGE DEPARTMENT

- Ensure that the transition between home and school is a happy one. We wish to establish a partnership with the home in order to build a foundation for future learning. We aim to foster relationships based on mutual trust, complete confidence and to promote parental involvement and interaction.
- Provide a safe, secure, caring and stimulating environment. We wish to provide an environment which inspires further investigation, one where children can make mistakes without fear, to learn from failure as well as success.
- Value each child as an individual. Each child arrives with their own experiences. We build upon their own personal strengths and experiences. We wish to promote a positive self-image and value a child's ideas and feelings.
- Enable children to learn and develop skills and attitudes for future learning. We wish to deliver a curriculum which is carefully structured to the intellectual, emotional, physical, spiritual, moral, social and cultural development of the children.
- Provide a range of experiences and materials whereby children may learn first hand about the world around them. We recognise and value play as having a fundamental role in early childhood education.
- To observe and respond appropriately to children to ensure continuity and progression throughout all stages in their development and learning.
- To provide sensitive, knowledgeable and informed adult involvement and intervention. Through interaction, we encourage them to explore further. We ask why, how and what next?
- Share in the joy of childhood and discovery. A knowledge and understanding of child development is crucial; early learning and teaching is a highly skilled area. There is a right time for learning. We believe in recognising and responding to this accordingly.
- Promote independence. We expect children to take responsibility for themselves and each other. We wish to inspire them to make further enquiries and provide them with the skills to do so.
- Develop self-discipline. We provide a framework where a child will learn the rules of social behaviour and understand why. By example, we encourage consideration and co-operation.
- Acknowledge achievement and success. We encourage perseverance without fear of failure. Competition is recognised but personal improvement is more important.
- Encourage children to be proud of their school community and beyond. We will, by good example, promote high standards of work and behaviour. We will expect them to take responsibility for care of the school and the environment.
- Teach in accordance with the agreed ethos of the school.
- Ensure learning is meaningful, rewarding and FUN.

THE INDUCTION PROCESS

When your child starts The EYFS at Rose Hill Westonbirt, they will bring with them their own unique combination of skills, experiences and values and we recognise that the first and most important teachers in their life are yourselves. Our role is to build upon these early experiences and to establish a partnership with you which, hopefully, will last for the whole period of your child's education.

Therefore, we have devised a programme to establish the foundations of such a partnership and to provide us with opportunities to get to know your child, find out their likes and dislikes and to ascertain their stage of development. This will enable us to provide your child with a learning programme which is appropriate to their particular needs.

The Programme will slightly differ depending on whether your child is starting in Rosebuds Nursery or the Reception class but the aims are the same.

Before your child starts Rosebuds Nursery:

1. Parents are encouraged to attend the "Stay and Play" sessions with their child.
2. The Nursery Teacher or Key Person offers to visit your home in the term your child is due to start.
3. Your child visits the Nursery with you to become familiar with the setting, the Nursery Teacher and the child's Key Person.
4. Your child visits the Nursery independently once turned 3 and is comfortable to be left.
5. Your child gradually builds up sessions during which (s)he is comfortable to be left. It is recommended that your child attend not less than 2 sessions per week.

After your child starts Nursery:

1. Parents are encouraged to continue to attend the "Stay and Play" sessions and perhaps help with new parents.
2. Parents are encouraged to fill in Wow Vouchers and to look at their child's Record Of Achievement on a regular basis.
3. A Parents' Evening is held most terms where parents can look at their child's Record Of Achievement and discuss their child's progress.
4. In the Summer Term parents are given their child's transitional records and given further opportunity to discuss their progress.

Before your child starts Reception:

1. An Early Years Teacher visits your child in their present setting, e.g. nursery (Spring Term).
2. Taster afternoons are held for your child; they will meet their teacher and new friends in their new classroom. (May/June).
3. An Information Pack is provided (June/July).
4. There is a full Induction Morning and presentation on the Early Years Profile (June/July).

If your child already attends Rosebuds, the Nursery and Reception have play time together throughout the first two terms. They also have some story times together and will join in the taster afternoons with children from other Nurseries. The Nursery also join with Key Stage 1 for selected activities such as the Nativity, concerts and art days. They attend some whole school assemblies, including those at the end of term.

After your child starts Reception:

1. There is a New Parents Evening - opportunity to meet other parents, staff and members of the Parents' Association (September).
2. Informal chats with the Reception class teacher.
3. A short written report is provided on how your child has settled and their progress in the Early Years Foundation Stage Curriculum (end of Autumn Term).
4. Parental Consultations - individual interview with your child's teacher in the Autumn and Spring term. Parents have the opportunity to look at their child's Record Of Achievement and discuss their child's development.
5. Parents are encouraged to fill in Wow Vouchers and look at their child's work throughout the term.
6. Parents are invited to attend all Friday morning class assemblies, at 8.30am, and stay for refreshments afterwards.
7. Children's achievements in hobbies, sports, music or art can be celebrated with the whole school on Tuesday mornings. Please send in certificates, medals, trophies etc when the school calendar says it is a "Celebration Assembly" – every fortnight.

We operate an open door policy and encourage parents to talk about their child's achievements throughout the term. We are also happy to see parents at any time to discuss any concerns, however small. The best time is after school, as the mornings are very busy. Likewise, if we have any worries we will tell you.

THE EARLY YEARS FOUNDATION STAGE DEPARTMENT

THE NURSERY CLASS

Children join Rosebuds Nursery after their third birthday. Children are invited to the "Stay and Play" sessions on a Monday afternoon with their parents and to attend a series of short visits with their parents in the Nursery prior to their third birthday. After their third birthday they are invited for a short visit independent of their parents and gradually build up to a full session. Subsequently they can build upon the number of sessions they would like to attend. Attendance is recommended at least two sessions a week.

THE RECEPTION CLASS

Children join the Reception class in the September after their fourth birthday. New children into Reception are invited to 'Taster Afternoons' during the previous term and special attention is paid to these children to ensure they settle quickly and happily. It is often the parents that demonstrate the anxiety and not the children! However, we will be working hard to make these first few important days happy and positive for everyone. It is worth remembering that this first term is quite a hard one. It is normally a long one and most children are not used to a full week. The day is extremely busy and you may find that your child becomes tired – this is completely normal!

Staffing

It is the aim of Rose Hill Westonbirt to maintain a ratio of staff to children in accordance with the practice guidance. We currently operate a generous ratio of 6 children to one adult in the Nursery. In Reception there is 1 full-time Teacher and 1 full time Classroom Assistant. A Key Person approach is used in the Nursery, where each member of staff has a group of children for whom she/he is responsible. In Reception, the Teacher and Classroom Assistant work together with responsibility for the Reception group as a whole.

Key Person and Your Child

The Key Person approach means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's Key Person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts in the nursery, your child's Key Person will help your child to settle and throughout your child's time at Rosebuds and will help your child to benefit from Rosebuds activities.

Children's Development and Learning

The provision for children's development and learning is guided by the EYFS (DCFS2007). From September 2006 the EYFS became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the EYFS.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

Our Provision for Development and Learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development. The areas of development and learning are set out by the practise guidance:

- Personal, social and emotional development;
- Communication, language and literacy development;
- Problem solving, reasoning and numeracy;
- Knowledge and understanding of the world;
- Physical development;
- Creative development.

For each area the practice guidance sets out the Early Learning Goals that it is expected that that children will know and be able to do by the end of the Reception Year of their education. The practice guidance also sets out the likely stages of progress a child will make along their learning journey towards the Early Learning Goals. Our setting addresses these matters when we assess children and plan for their learning.

To ensure the high quality of teaching and learning, meticulous planning takes place on a termly, weekly and daily basis. This way we can utilise staff, resources, time and space to the optimum benefit of the children. Much of the curriculum will be delivered through cross-curricular activities and topics.

Teachers will let you know in advance of all planned topics, as your support and contributions play an extremely important part and are highly valued by both children and staff. However, we aim to keep our planning flexible so that we are able to adjust our topics if the children show an interest in any particular direction. This way we can keep a good balance between teacher directed and child initiated activities.

The Learning Goals

1. Personal, Social and Emotional Development

Our programme supports children to develop:



- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our

environment;

- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.



The social development is a central feature of education in the Early Years. It is a fundamental part of our everyday life, and the quality of relationships is critical in forming children's attitudes of co-operation, good social behaviour and self-discipline.

2. Communication, Language and Literacy

Our programme supports children to develop:



- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;

- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.



Reading has a high priority in the Early Years and is approached in many different ways. Reading activities build on the oral language and experiences children bring from home. Emphasis is on reading for enjoyment and competition is not encouraged. Pre-reading and memory skills are practised in both Nursery and Reception as necessary.

A great emphasis is placed on the development of listening skills as the foundation for developing good reading and writing skills. In the Nursery and Reception the new phonics resource Letters and Sounds from the primary National Strategy is used and compliments the synthetics phonics programme which is used when appropriate in Reception and in Key Stage 1.



There are a wide range of resources available to support this work.

In Reception children work individually, in small groups and as a class. Each child will follow a programme of study designed to support their individual needs. Activities are provided to allow pupils to build up a sight vocabulary of common and key words and also to develop essential auditory and decoding skills.

The school has recently set up the Cliff Moon reading programme which incorporates a variety of reading schemes. All children will read books at their own level within the programme and as they become more confident within the school and more competent readers they will be encouraged to choose books for themselves.

Children are encouraged to use books at all times and in many different contexts. Children will be introduced to key words and characters before starting on a reading scheme. "Formal" reading will only start when the necessary foundation skills are in place. Books without words are often used to develop discussion and imaginative skills.

Children are encouraged to take books home in both Nursery and Reception to share with their parents. This may be a book with or without text from which it is hope an enjoyment in books may be developed and vocabulary extended. Once a pupil starts on a reading programme, books read at school may be taken home to read again. It is important to remember that a child is not expected to read perfectly and prompting may be given. Early confidence can be easily destroyed. It will be expected that a child will bring about three reading books home per week in Reception. Reading record books are an important link between home and school which not only record your child's progress but record your child's understanding of the text and developing pleasure in books as well as any other information you might want to tell us about your child.

Children are encouraged to read from a wide range of material including non-fiction texts. Sometimes an "Information Book" will be taken home. This will be at an appropriate reading level and it is hoped that this will promote interest and that children and parents work together to find out more about a subject.

The development of comprehension skills is important, and time is given each day for discussion of stories and books. Children are encouraged to predict happenings and events, or suggest alternative outcomes.

Children are taught to use wordbanks, dictionaries and their own phonic skills to support their work.

The reading book is only a very small part of the reading work that takes place on a daily basis.

Reading at home should never replace the bedtime story.

Handwriting

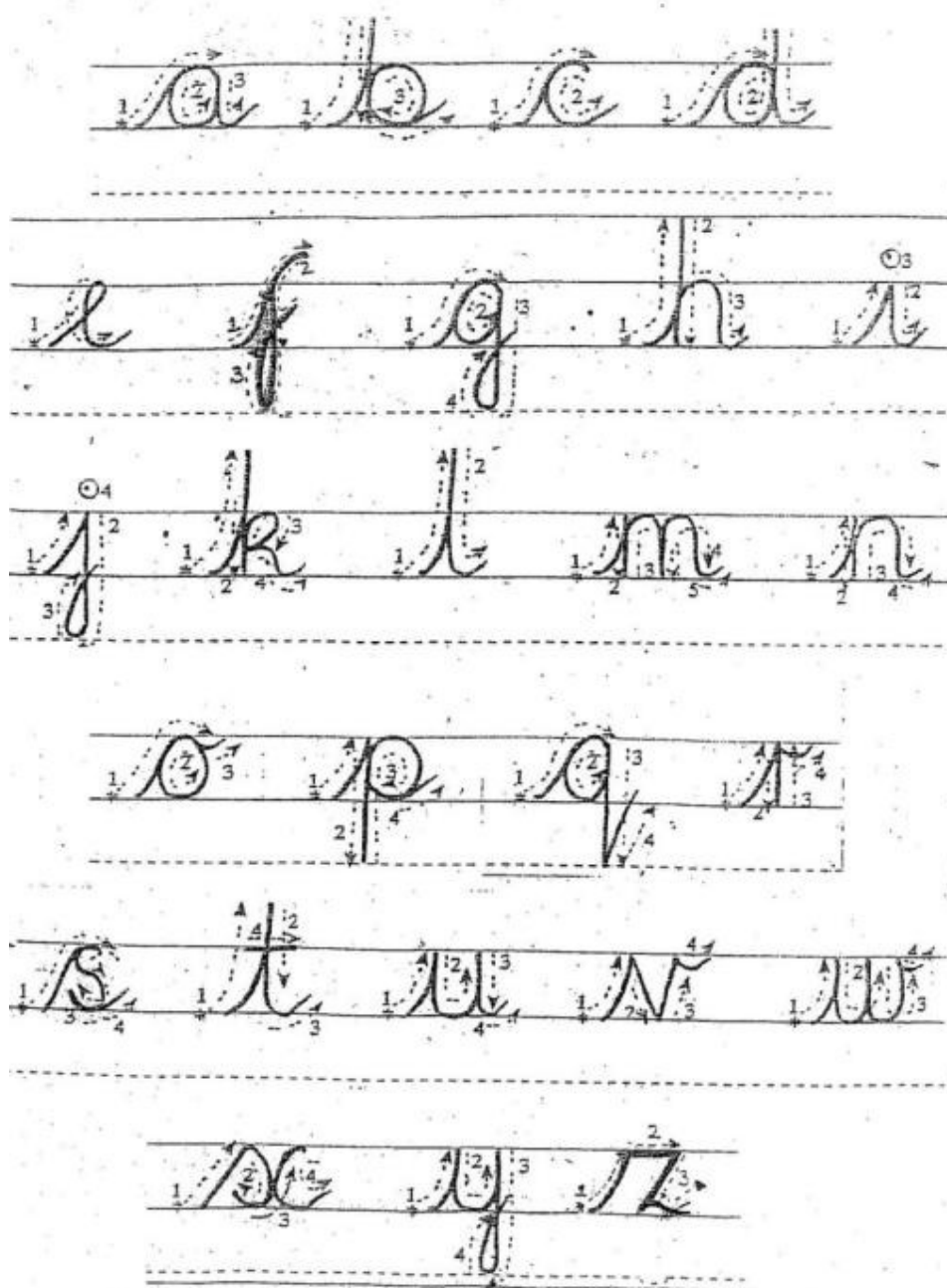
This is concerned with the technical aspects of writing. Manual and manipulative skills are developed along with hand and eye co-ordination. Many exercises and activities are given to promote these skills including a wide variety of creative activities.



When children are ready, they are taught to form letters correctly from the beginning. They learn to write neatly with spacing, full stops and capital letters. The children will formally practise handwriting, tracing over the top of the teacher's writing, copying underneath and finally copying from the board or other sources. Individual letters are practised by drawing them in the air, in the sand and on white boards. The correct formation of letters is also linked to phonic activities.

When writing with your child at home, we would be grateful if you follow the same script as is taught at school. A copy is enclosed to assist you. At Rose Hill Westonbirt, we introduce pre-cursive script when the child starts Reception which allows the him/her to move very quickly to cursive script in Year 1 without having to learn a new stlye first. Those children who join the Rosebuds will be introduced to pre-cursive script at this time and will begin to recognise their name as well as attempt to write it in pre cursive script.

Examples of letter formation:



Emergent Writing

The child is encouraged to work independently and the level at which the child is working is commensurate with their stage of development. Every mark which your child makes should be valued as a development towards writing. Mark making is actively encouraged in the Nursery and the children are provided with a wide range of equipment with which to make their marks. Progress is normally rapid and is directly linked to the acquisition of reading skills. The whole process is totally positive and results in a high level of confidence and enjoyment in writing.

Initially children will "write" about their pictures and their news; these may be marks or random letters. They "read" to the teacher, who writes the sentence as they do so. The work is highly praised.

As a child's reading ability develops, the writing becomes more recognisable, showing "words" with spaces and, later on, correct initial letters and simple words. Words around the classroom and picture wordbooks support this progress. Children use their growing phonic awareness to try new words for themselves.

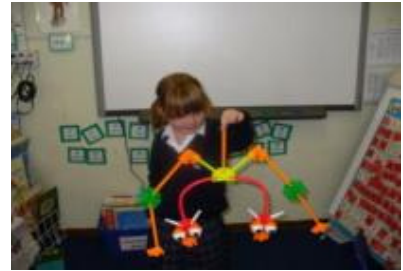
Towards the end of the Reception year, many children will write extensively using this method. Complex reading patterns will be remembered as they occur naturally. Spelling improves as technical knowledge increases. As they write confidently, they begin to write imaginatively and become skilled in the use of wordbooks, dictionaries, etc.

Spelling

The development of spelling is integral in the development of reading and emergent writing as outlined above. The school has recently introduced a structured spelling programme, 'sound discovery', throughout the school. It is based on auditory training and word building exercises and is popularly known as synthetic phonics. The children are introduced to the programme once they have a thorough grasp of all single sounds, recognising them and writing them. It encourages the children to blend sounds for reading and to segment sounds for writing.

3. Mathematics - Problem Solving, Reasoning and Numeracy.

Our programme supports children to develop:



- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.



The programme is a practical one, based on play situations and exploration of everyday materials and equipment, with recording as and when appropriate. The development of appropriate mathematical language is fundamental and is promoted at every opportunity.



The mathematical curriculum in Reception is supported by a structured commercial scheme. The Abacus Scheme has been selected and careful planning ensures that this is used effectively to support the Early Learning Goals. Mental arithmetic plays an important part each day. Children are encouraged to estimate, predict, test, solve problems with the intention of building confidence, increasing understanding and developing quick recall.

The goals for communication, language, literacy, problem solving, reasoning and numeracy are in line with the objectives in the respective National literacy and numeracy strategy frameworks. Oral and mental development feature strongly in numeracy work, which is predominantly of a practical nature, working towards recording in accordance with the child's stage of development.

4. Knowledge and Understanding of the World

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;



- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.



The philosophy of first-hand experience is obviously very relevant here and we take full advantage of our wonderful setting in this respect. Children are encouraged to treat living things, property and their environment with care and concern, to respond to events and show a range of feelings such as wonder, joy or sorrow in response to their experiences of the world.



5. Physical Development



Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;



- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies.



6. Creative Development

Our programme supports children to develop:



- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

We seek to provide a curriculum that matches topics and themes as closely as possible to the child's own experience and use first hand experiences with which to deliver it. We seek to provide a curriculum that meets the learning goals for the Foundation Stage as well as giving the opportunity to extend these where appropriate. We will provide a stimulating environment through the use of displays and resources that will further enhance children's development. Activities designed to engage curiosity and develop language are provided. Care and consideration are given to the safety of the children, while providing activities to develop coordination and motor skills. The children are encouraged to investigate and are given help to talk through experiences in order to extend their learning and understanding. A high emphasis is given to learning through play.

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practise guidance EYFS to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the EYFS has been used to decide what equipment to provide and how to provide it.



Assessment and planning

Assessment is seen as crucial to the learning and development of the young child, and will be used to plan for progression.

Throughout your child's time in Rosebuds and/or in Reception the staff will observe and, assess the developmental stage of your child frequently. We use the information that we gain from observations, as well as from photographs of the children to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their child likes to do at home and how they, as parents, are able to support development and plan accordingly. We will take forward your child's learning and development by building on what your child already knows and can do. Your child's Key Person/teacher will carefully monitor their progress. This is a very individual process, so please do not compare your child's progress with others in their group or class.

There is a world of difference between a three and four year old in Nursery and a four and five-year-old in the Reception class and the development throughout these early stages of a child's life is amazing! It is extremely important that we respond appropriately during this crucial stage and provide activities that are right for your child.



We make periodic assessment summaries of a child's achievement based on our ongoing development records. These form part of a child's Record Of Achievement. We undertake these assessment summaries at regular intervals as well as at times of transition, such as when your child starts formal schooling or at the end of Reception.

TYPICAL DAY IN NURSERY

8.00 am	Free Activities
9.00 am	Registration/Circle time
9.30 am	French/Adult directed activity small group activities
10.00 am	Snack time/free activities
11.45 am	Music
12.10 am	Lunch Time
1.30 pm	Registration
1.40 pm	Free Activities/Swimming Monday and Friday
3.30 pm	Snack time
4.00 pm.	Home

TYPICAL DAY IN RECEPTION

8.00 am	Free Activities/reading
8.40 am	Assembly
9.00 am	Registration
9.15 am	Class time (Teaching time, including teacher directed activities)
9.45 am	Free activity
10.00 am	Drink and snack
10.10 am	Phonics
10.30 am	Free Activities
11.10 am	Class time
11.40 am	Free Activities
12.10 am	Lunch
1.30 pm	Registration/Circle time
1.45 pm	Gym/Dance/Music/Creative/knowledge and understanding activities
2.15 pm	Free Activities
3.00 pm	Story
3.25 pm	Home

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

Circle Time:

This is an opportunity for the children to discuss their feelings and to sort out friendship problems should they arise e.g. if they fall out in the playground. The children sit in a circle and a toy is passed around; only the child who has the toy can speak. Circle time is a feature in all year groups.

Specialist Teachers:

Specialist Teachers support the Nursery and Reception staff for French, Music, Swimming and P.E.

OUTDOOR PLAY



It is now a requirement that children in the EYFS have as much access as possible to a stimulating learning environment outside the classroom as they do inside the classroom. It is recognised that active, physical play in the Early Years positively develops children's learning, social skills and self-confidence.

We like to make the most of our wonderful setting at Rose Hill Westonbirt and use our grounds to good effect. We have begun to develop our facilities for Nursery and Reception by providing them both with a stimulating purpose built play areas which will provide great opportunities for all areas of the EYFS curriculum to be catered for outside.

Your child will need to have their wellington boots and a suitable coat at school at all times.

Records of achievement

The setting keeps a Record Of Achievement for each child. Staff and parents working together on the child's Record of Achievement is one of the ways in which the Key Person and the parents work in partnership. Your child's Record of Achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and future development.

Your child's Key Person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the Key Person to identify your child's stage of progress. You and the Key Person will then decide on how to help your child to move on to the next stage.

Parent/Teacher Consultations

We recognise the importance of regular contact and communication with you, therefore consultations are, at present, as follows:

In Nursery:

1. Visit by Nursery Teacher/ Key Person to home.
2. Autumn Term- Progress meeting.
3. Spring Term –Progress meeting.
4. Summer Term-progress meeting.

In Reception:

1. Pre-school meetings.
2. Autumn Term - Settling in & early progress discussions.
3. Spring Term - Progress meetings.

There may be occasional information evenings for parents.

Reports

A written report is sent home as follows:

Nursery:

1. End of the Summer Term-Full report based on the EYFS stages of development.

Reception:

1. End of Autumn Term (December) - General report based on first term in new class and the Early Learning Goals.
2. End of Summer Report - Full report based on progress throughout the Foundation Stage and the Early Learning Goals.

SPECIAL NEEDS

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. If this were the case, we would discuss our concerns with you at a very early stage. We would compile together agreed strategies to support your child both at home and school. Very often this is all that is required, but sometimes it is necessary to compile an Individual Education Plan (IEP) for a child. You would be involved in every stage of this process. Your child would also be provided with extra adult support in the classroom, as required, and careful monitoring would take place. We would meet with you on a regular basis to review, evaluate success and plan accordingly.

The setting works to the requirements of the 1993 Education Act and the Special Educational Needs code of Practice (2001). Moira Kielty is the SENCO for the whole school. Sara Price has specialist knowledge of SEN in the Early Years and the two will work closely together.

Snacks and Meals



The Nursery provides healthy snacks for the children in the morning and afternoon. In Reception, the children are encouraged to bring in their own healthy snack. Both classrooms make snack time a social time when children are encouraged to sit down and eat and talk together. All the children eat together at in Querns House at lunch time. The meals are planned to provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Safeguarding Children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff. Our ways of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty. More detail will be found in policies on safeguarding children.

NURSERY EDUCATION GRANT

We are a registered provider of the Nursery Education Grant and as such you are entitled to a grant from the LEA towards the costs of nursery education. This now covers the 6 school terms when your child is aged 3 and 4. To receive the grant, parents are required to sign the relevant application form each term and return it to the Bursary as soon as possible at the beginning of each term. Jan Hall in the Bursary is responsible for this important paperwork, however, Pat Davis, the Registrar based in Cedars House will always be available to help gather the forms in on time.

It is important to note that any establishment that applies for government funding on the parents' behalf is legally required to implement the requirements of the Foundation Stage. This includes the Foundation Stage Curriculum, ongoing observations and assessments, end of stage profiles and implementing the procedures for children with special needs.

ADDITIONAL INFORMATION

Activities

There is a wide variety of clubs and activities offered to the children throughout the school, which take place at lunchtimes and after school.

Houses

All children are allocated to a 'house' on entry to the Reception Class. There are four houses, which are St George's, St David's, St Patrick's and St Andrew's and are headed by Captains in Year 6. Your child will be in the same house as any siblings in the preparatory school. The object of the house system is to provide a sense of belonging and to promote teamwork later on.

Your child will be encouraged to support their house. All Early Years children are rewarded for this. House points are awarded from Reception upwards, with the younger ones receiving stars for good work, effort and behaviour. A star badge is awarded on Wednesdays for the most stars accumulated the previous week for good work and a merit badge is similarly awarded for behaviour. Badges are awarded in "Badges" assemblies on Tuesdays, fortnightly.

Safety and Security

As you can understand, we take this responsibility very seriously. No visitors are allowed in school without permission. Everyone (including parents) should ring the bell to enter the building, or use the side door into Nursery. All other enquiries must be made to the school office in Querns House.

Mornings & Dropping Off

In the Early Years, parents should bring their child to the classroom and deliver their child to the teacher. Children should never be left in an empty classroom.

Afternoon Collection

The day for Nursery finishes at 4.00 p.m. and for Reception at 3.30 p.m. When coming to collect your child, you should wait outside the Reception Garden for Reception pupils and collect directly from the Nursery Teacher for Nursery pupils. Children will be seen out of the Reception gate for Reception and will not be allowed to go unless the Teacher has seen you. If you are late, your child will be handed over to the member of staff on duty for after school care and your child should be collected from the After School Activities Room.

We will establish with you from the beginning who will be collecting them on a regular basis. If this changes for any reason, please let us know. We will never let a child go without the parents' permission.

Illness & Medical Matters

If your child becomes ill at school, we will notify you immediately. Please do make sure we have all contact numbers, including mobile phones and an emergency contact number. We make every effort to care for your child until you can come, but we have very few facilities for looking after sick children properly, especially little ones, so we do appreciate your co-operation in this matter.

For this reason, we also ask that if your child is unwell, to please keep them at home. It is very distressing for a small child to be ill at school! Any child who has had a bout of sickness or diarrhoea may not return to school until 48 hours after the last instance of sickness or diarrhoea. We are able to administer medicines that have been prescribed by a doctor, if it is essential to the child's wellbeing that the medicine is given during school hours. You will be asked to complete and sign a permission form at drop-off time for each medication, on each occasion, and be asked to sign the medication record file at the end of the day. Please be aware that we are not permitted to administer any medication that has not been prescribed by a doctor, including infant or child paracetamol.

If your child has a minor accident, this is normally dealt with by the staff. There are a number of trained first-aiders throughout the school. For more serious accidents, we will immediately call the School Nursing Sister and yourselves. All accidents at school will be reported to you either verbally or with a note in your child's wallet.

Please do let the office know if your child is absent from school for any reason.

Uniform

There is a full uniform list included in this booklet. Please do ensure everything is named, including underwear. The uniform is designed to be comfortable, practical and easy for your child to wear. It would be most helpful to your child if you could encourage them to become as independent as possible in personal hygiene and dressing before they come to school. We spend a long time doing up coats in the Early Years!

It is useful to include spare underwear in your child's games bag. We keep a variety of spare clothing at school for mishaps. If used, we would be grateful if you would wash items and return them to school as soon as possible.

Outdoor Education

Children participate in Outdoor Education sessions, making use of our rural location in our outdoor classroom, situated in the spinney area. The outdoor classroom allows for a flexible approach to learning, which can accommodate a range of learning styles. Learning styles are the different ways in which children best absorb and process information: kinaesthetic (learning by doing), linguistic, interpersonal, mathematical and visual. Outdoor Education allows us to shape teaching methods to an individual's learning style. Research has found that children who play in natural environments undertake more diverse, creative and imaginative play, forming an important part of a child's development.

In order for children to fully participate in Outdoor Education in a safe and enjoyable way, we would ask that children who attend Nursery on an Outdoor Education day (you will be notified if this applies to your child) bring the following items with them:

* Wellies

Thick socks

* Rose Hill Westonbirt coat (waterproof)

* Hat, scarf and gloves (autumn/winter)

* Sun hat, sun cream (spring/summer)

Waterproof trousers

Extra layers of clothing for cold weather, including thick tights to wear under trousers (boys and girls)
Items listed with an asterisk are on the main uniform list, and should be in school anyway.

Dance

Dance in the Nursery class in a mixture of ballet and creative dance, to encourage the physical and creative development of both girls and boys. Children who attend Nursery on a dance day may choose to wear a dance uniform.

We suggest the following (although uniform is entirely optional at Nursery level):

Girls

Pink leotard

Pink ballet skirt

White/pink ballet tights or white ankle socks
white socks

Pink ballet shoes

As with main uniform, all items should be clearly labelled with the child's name and sent to Nursery in a bag that is clearly labelled on the outside.

Boys

White or pale blue t-shirt

White, navy or black shorts/cycling shorts

Bare feet *or* black ballet shoes with

Buddy Bear

Buddy Bear is the Nursery bear who goes on exciting trips and holidays with the children. When the children return, they bring Buddy back to Nursery and tell the class all about Buddy's travels. If you are going on a day trip or holiday, please let us know and we will get Buddy ready for his holidays! You may like to take a photograph or two of Buddy on his holiday to put on our display in Nursery.

Nursery communication

Any paintings/drawings your child has done will be placed in their cardboard folder beneath the pegs for you to collect. Please check this folder regularly, as we will also put any letters or newsletters in there.

You will automatically receive the Rose Hill Westonbirt School newsletter by e-mail every Friday during school term time, which contains details of forthcoming school events, the lunch menu for the following week, and news from the whole school, including Nursery. You will also receive the Nursery newsletter once a month. A black and white copy will be placed in your child's folder, and a colour copy will be e-mailed to you.

Nursery staff are always available to talk with you about any issues you feel we should be aware of, or to answer your questions. If you feel that you would like to discuss a matter in depth or in private, please make an appointment to meet the Lead Nursery Teacher, or your child's Key Person.

Nappies and Toilet Training

We accept children in Nursery regardless of their stage of toilet training. We do ask, however, that where possible, children who are in nappies wear 'pullup' style nappy pants, to increase their independence and to make changing children easier. If your child is still in nappies, please provide nappies and wipes for use in Nursery. We support parents and children during toilet training; please talk to your child's Key Person about your child's particular needs during training, and we will continue with training in Nursery.

Equipment

In Nursery, your child will require a swimming bag and in Reception they will also require a book bag and satchel. They will not need any stationery items as this is provided in the classroom.

Parental Involvement & Contact

Your involvement is not only greatly valued and appreciated by us all, but it also plays an essential part in promoting your child's happiness and well-being at school. A true partnership, based on mutual trust, respect and understanding, reinforces important values between home and school.

We try very hard to keep you fully informed of everything we do. We send home a timetable as soon as possible; there is a termly calendar and letters are sent explaining what is happening during the term, both in the classroom and throughout the school. The Headmaster also sends out regular newsletters. Occasionally, we ask children to give you a verbal message, as this plays an important part in developing their independence, but all important messages are put in writing. Sometimes we put messages in their daybooks, and you are welcome to do the same. Copies of all letters sent are also posted on the Early Years notice board. When possible, we try and send out letters on Fridays, so please do remember to particularly check your child's bag at the weekend.

In return, we request that you keep us informed of any circumstances at home that may have an effect on your child's well-being. You can be assured that all information will be treated in the strictest confidence and we will support your child in every possible way.

We welcome parents in school at all times. Hopefully, not just if there is a problem! We particularly appreciate the help parents give us by supporting the work in the classroom, by sending in books, photos, interesting items, information, role play items, etc. and filling in the wow vouchers which both Nursery and Reception send home.

Other parents come in and talk to us about their jobs, or share their hobbies and skills, bring in their babies or sometimes just to be in the classroom. Some come for walks or join our outings. If you would be interested in joining us, just talk to us and we will be delighted to welcome you!

The Parents' Association (RWPA) is also thriving within the school and they organize a wide range of exciting high quality events, social and otherwise, for both children and adults. They work extremely hard and are highly valued in the school. They would be delighted to have your support.

Learning Opportunities for Adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, through attending cluster meetings and exchanging best practise with other settings and attending courses organised by the education authority.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

Policies

The Early Years Policies and procedures are available upon request and copies are available in the school and also on the school website.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Inspections

The Early Years department received a very favourable inspection from OFSTED in June 2008 Copies are available from the school office on request.

Finally!

Enjoy this special time with your child. Childhood is a magic time and all too soon lost. Rose Hill Westonbirt is a very special place to be. It is a lively, busy school filled with happy, caring people.

We look forward to sharing all this with your child and, along with you, being an important part of their future!

And remember:

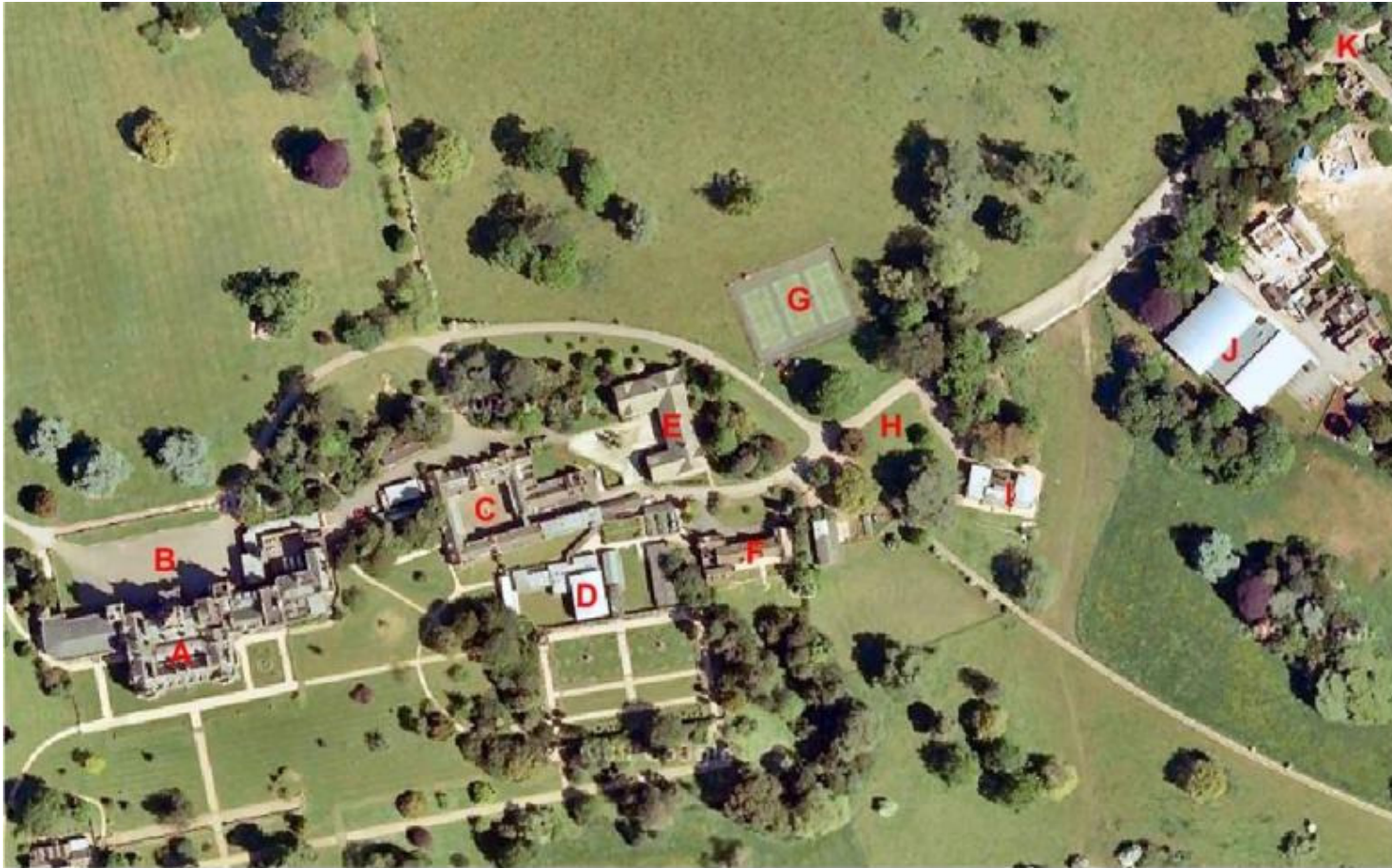
"What we learn with pleasure, we never forget!"

- Alfred Mercier

On the following map our Early Years Department (Nursery and Reception) can be found in Cedars House (Building I).

Parking can be found along the roadside between the Sports Hall (Building J) and Cedars House (Building I). Visitor parking is also available in Area H.

The main school office is located in Querns House (Building F).



A Westonbirt School	C Quadrangle	E Science, Art & DT	G Tennis Courts	J Westonbirt Sports Centre
B Parking Area	D Music Block	F Querns House, Rose Hill Westonbirt School	H Visitor Parking	K East Lodge Entrance Off B4040
		I Cedars House		

Uniform and Kit List 2010/2011

School colours:	Navy, green and pink			
Suppliers:	RHWS Uniform Shop (in conjunction with Frank Harrison, Leeds)			
Contact:	Gill Fry 01666 881317; gfry@westonbirt.gloucs.sch.uk			
Key:	* Branded or regulation uniform (which must be obtained via the RHWS uniform shop)			
	# Stocked in RHWS uniform shop			
Houses:	St Andrew	St David	St George	St Patrick
	Blue	Yellow	Red	Green

All uniform must be clearly labelled with name tapes.

RHW Rosebuds Nursery

Girls & Boys:

White polo shirt (no logo)

*#Navy (jogging) round neck top (logo)

#Navy (jogging) bottoms

#Navy shorts – *summer only*

White (short or knee high) socks

Trainers (predominantly white, Velcro fastening, no flashing lights)

*#Outdoor navy waterproof coat (logo)

#Navy pull-on waterproof trousers

*#Navy blue fleece hat (logo)

#Navy fleece gloves and scarf

Black, navy or green wellies

*#Navy 'Legionnaire' hat (with fixed neck protector) – *summer only*

Future Term Dates

Autumn Term 2010

Start of Term Monday 6 September
Half Term Wednesday 20 October – Friday 29 October
End of Term Friday 10 December

Spring Term 2011

Start of Term Monday 10 January
Half Term Monday 21 February - Friday 25 February
End of Term Friday 1st April

Summer Term 2011

Start of Term Tuesday 3rd May
Half Term Monday 30 May - Friday 3 June
End of Term Friday 8 July

Autumn Term 2011

Start of Term Thursday 8 September