

**Starting Nursery  
at  
Ludham Primary School  
2021**





### GENERAL INFORMATION

Class Name: Kingfishers

Ludham Primary School and Nursery

School Road, Ludham, Gt. Yarmouth, Norfolk NR29 5QN

Tel: 01692 678293

Email: [office@ludham.norfolk.sch.uk](mailto:office@ludham.norfolk.sch.uk)

Website: [www.ludham.norfolk.sch.uk](http://www.ludham.norfolk.sch.uk)

### EYFS STAFF

EYFS Teacher: Miss Lisa Mindham

EYFS Teacher: Mrs Jo Ashman

Teaching Assistant: Mrs Sue Warman

Teaching Assistant: Mrs Angie Claxton

Headteacher: Mr Mark Moore

Chair of Governors: Mrs Carol Willoughby

### SCHOOL SECRETARY

Mrs Julie Simons



## Welcome to Ludham Early Years Foundation Stage Class

We want to ensure that your child enjoys their time in the Early Years Foundation Stage and feels happy, secure and cared for. The following information is designed to answer some of the questions you may have about our setting, and it explains a little about what will happen here. We have included some necessary reminders that will help the smooth running of the Nursery and, most importantly, ensure the safety of your child.

### OUR SCHOOL AIMS AND VALUES:

We have a dedicated, enthusiastic teaching team which is committed to providing the best possible education for all in a caring, supportive and inclusive learning environment. Our mission statement is **'Achieving excellence through enjoyment.'**

- We aim to create a safe, happy and caring environment in which children and adults alike can flourish.
- At Ludham Primary School and Nursery we want everyone to enjoy learning and to achieve the highest possible standards.
- We encourage children to learn through participation in a stimulating, challenging and creative curriculum.
- Children develop moral values, spiritual awareness and a respect for their own cultures and beliefs and those of other people.
- We aim to equip our children with the necessary skills and attitudes to be responsible members of society and to develop a lifelong love of learning.





We are committed to partnership with parents, and aim to develop and maintain good relationships with all our families for the benefit of the children.

Our school is committed to promoting equality of opportunity in all aspects of school life, based on the understanding that all people are different but equal. We seek to address issues of race, gender, disability, culture and religion, wherever appropriate. In the first five years, a child learns more than they are ever going to learn in the rest of their life. It is a period when learning is most rapid. It is therefore very important that children are given a solid foundation in these vital early years, on which to build their future learning. This can only happen if staff and parents work in partnership. If you have any questions or worries about your child, please do come and discuss them with the Early Years staff at any time.

Children are encouraged to be fully toilet trained before admission to Nursery, but of course the staff members understand if this is not possible. Before your child starts here, you are invited to a meeting in school so that the staff can meet you and we can all begin to get to know each other. During this visit, we can discuss routines, and answer any questions you may have. We will also make arrangements for a home visit at this time.

### Starting Nursery

It is recognised by the staff that starting Nursery is a great step in your child's life, and in yours. We will do all we can to help them and you feel welcome. We are aware of the tremendous input that you, as parents, have already made in the education of your child, and we acknowledge your role as the child's first educator. From birth, children learn

many things. You have already played an important part in this process of learning and we look forward to developing a partnership with you in these valuable early years.

Starting Nursery is a very exciting time for young children, and together we hope to make it a very happy and rewarding time. Before starting Nursery, please talk to your child about coming here and about the things they will be doing and the people they will be meeting. It is helpful to use our names so that they will be familiar with them. It is important to remember that young children vary tremendously in the way in which they react to new

experiences, so do allow your child plenty of time to get used to Nursery - some children may take longer to settle than others. When you do leave your child for the first time, make sure that you say "goodbye" and tell them when you will be coming back and what you will be doing whilst you are away. When your child starts Nursery, you may find that only a few children will start on the same day. By admitting the children a few at a time,





we find that the children are able to settle more quickly and easily into the Nursery routine, making the transition from home to Nursery as smooth as possible for both children and parents.

### The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets the standards for learning, development and care for children from birth to five. The Statutory Framework for the Early Years Foundation Stage contains the legal requirements and statutory guidance which we follow. Nursery and Reception classes are referred to as the foundation stage of learning, because it is during this time that attitudes to learning are formed and social skills developed which lay the foundations for future education.

There are four over-arching principles, as stated in the Statutory Framework for the EYFS. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

### Learning and Development

There are seven areas of learning development. All areas are important and interconnected.

The children are taught and assessed under the sections of the EYFS, set out below:

#### Area of Learning and Development

#### Aspect

#### Prime Areas

Personal, Social and Emotional Development

Self-Regulation

Managing Self

Building relationships



Physical Development

Gross Motor Skills

Fine Motor Skills

Communication and Language

Listening, Attention and Understanding

Speaking

### **Specific areas**

Literacy

Comprehension

Word Reading

Writing

Mathematics

Number

Numerical Patterns

Understanding the World

Past and Present

People, Culture and Communities

The Natural World

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

At the end of their Reception year an EYFS Profile is completed for your child. Each child is assessed in relation to the Early Learning Goal (ELG) descriptors.

### **Our Environment**

The Early Years setting at Ludham has a self-contained, well-planned outdoor area with different surfaces - grass, hard play, and pebbles; parts of the area are covered to provide shelter, and there are spaces for water and sand play, digging in soil and climbing. The children have access for free-flow between the outdoor and indoor areas, and are therefore encouraged to dress appropriately for these different environments.

Play underpins the delivery of all the EYFS. Young children learn most effectively through structured play. We work together as a team and plan for children's learning in seven areas of development to ensure that all these areas are covered within an interesting, stimulating and supportive framework. We also ensure that children progressively develop their skills and knowledge throughout this phase of their school life. The children are taught directly and also have a choice of planned activities so that they are able to develop



independent learning habits. We actively encourage them to initiate their own activities. When planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately. We also reflect on the different ways the children learn. These characteristics are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### **Partnership with Parents**

As parents, you are the first educators of your children. We believe in a close partnership between parents and staff as we join you in educating your child. We want to work closely with you. Good communication between staff and parents enables us to inform each other of relevant matters concerning your child.



Your child will be assigned a key person. The key person is a member of staff who is responsible for helping your child feel safe and cared for in the classroom. The key person is also a familiar point of contact for you as parents or carers. You will be made aware of who this is when your child starts school.

We appreciate being informed of any changes at home that might affect your child, and will treat anything you tell us in strict confidence.

We want to inform you as parents and carers about the activities and learning situations that your child will be experiencing. We use 'Tapestry' a secure online Learning Journal to record photos, observations and comments made by your child and ourselves. Our relationship with you as parents and carers is fundamental to our work and we encourage you to help record any milestones and special events in their lives by recording them as 'wow moments' to celebrate with us and the rest of the class. Please do this by uploading photographs and comments on 'Tapestry'. These also help us to build up a record of your child's experiences during their time at Ludham. We hold parents' evenings twice a year, when you will be invited to discuss your child's progress. However, there is no need to wait for these times. If you have questions or concerns, please speak to one of the team.

### **How do we help to prepare your child for school?**

We realise some children may be apprehensive about starting Nursery. With this in mind we will be inviting your child to come in for a 'taster' session in September before staying for the whole morning.

Please watch our 'Welcome to Kingfisher Class' slide show which can be found on the school website. This will give your child an insight into some of the things they will be doing with us in Nursery.



## How you can help

### **Bringing and collecting the children**

- Please ensure the safety of all children by closing all gates and doors after you have passed through them on the school site.
- Please tell us if someone different will be collecting your child, or if you are going to be late for any reason. Also, please let us know if you need to collect your child early.
- We would be grateful if you would ensure that your child is collected on time at the end of each session, as the Reception children continue their activities past this time. Please keep your children with you as you walk down the school path, and ask them to walk quietly, as the older children will still be working in their classes.

### **Absences and illness**

- Please inform us of any change of address or contact numbers so that we can get in touch with you quickly if your child becomes unwell.
- If your child is absent, please contact the school (telephone no. 01692 678293) or send a written note.
- If your child has German measles or chickenpox, please contact us immediately so that we can inform parents in case of anyone being in the early stages of pregnancy.
- If your child has had sickness or diarrhoea, please keep them at home for at least 48 hours after the last bout of sickness or diarrhoea. If they have sickness and diarrhoea, they should not return to school until they have been symptom-free for at least 72 hours.

### **Clothing and other personal items**

- Please arrange for your child to be sensibly and comfortably dressed in clothes that they can cope with when going to the toilet, playing in the water or changing for outdoor play. It is important that they are able to develop independence.
- Ensure that your child's belongings are clearly named and that they bring a coat each day as we have outside play whatever the weather! If possible, avoid coats that have loose cords, which can be dangerous if caught in equipment.
- Please provide sensible shoes: many shoes are not suitable for climbing as they have no grips. We also ask you to provide a pair of wellington boots for wet/muddy play.
- For safety reasons, no jewellery should be worn in school. If children have pierced ears, stud earrings may be worn, only if parents take responsibility for them.



- Every child will have his or her own coat peg with their name and a photograph.
- If your child has an 'accident', we will change them and provide clean clothes. It would be helpful if you could provide a spare pair of clothes in a named bag to be left on their peg in case of accidents. Please return any Nursery clothing, as soon as possible, as supplies are limited.
- Children should not bring any toys to nursery, as they can easily get lost or broken.

### Accidents

All accidents are logged in a book and we will let you know if your child has had a minor fall. If a serious accident occurs we will contact you on your emergency contact number whilst treatment is being arranged.

### Snack Time



The children are provided with a free healthy snack of fruit or sometimes vegetables, such as carrots, each day.

Please send your child in with a sports bottle containing water only – we encourage all children to drink plenty of water throughout the day.

### Moving on to school

Gaining a place in our Nursery does not guarantee a place in the main school. Admission to school is determined by Norfolk's Admission Policy. However, the majority of our Nursery children will transfer to our school. Therefore, throughout your child's time in the Nursery year, we aim to foster a close relationship with the staff and children in the main school so that there will be a smooth transition from Nursery to Reception and beyond. The Early Years Foundation Stage is viewed as a continuum of learning, development and care for children from birth to 5. Our Early Years staff team is always willing to liaise with staff in other care settings and schools, and will forward relevant information for those children who do not transfer to our Reception class.

### What does my child need at Nursery?

A drinks bottle (containing water).

Nappies and wipes (if appropriate.) (These are stored in a named bag on their peg.)

A complete change of clothes (stored in a bag on their peg.)

A pair of wellies to keep at Nursery (useful in the rain but also when playing in the water tray.)

A coat, hat, mittens when the weather is cold.

A sunhat when the weather is warm.

If the weather is hot sun cream should be applied before coming to Nursery.

**MOST IMPORTANTLY, PLEASE MAKE SURE EVERYTHING (CLOTHES, COAT, WELLIES, BOTTLE) IS LABELLED WITH YOUR CHILD'S NAME!**

We look forward to sharing your child's learning journey with you!

