Starting Nursery

at

Ludham Primary School

2026-7

GENERAL INFORMATION

Class name: Kingfishers

Ludham Primary School and Nursery

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

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EYFS STAFF

EYFS Teacher and Lead: Miss Lisa Mindham

EYFS Teacher and SENCo: Mrs Jo Ashman

Teaching Assistant: Mrs Louise Nichols

Teaching Assistant: Mrs Jo Funnell

Teaching Assistant: Miss Lauren Hudson

Teaching Assistant: Mrs Gemma Quantrill

Teaching Assistant: Mrs Katherine Brasnett

Headteacher: Mrs Andrea Goreham

Chair of Governors: Mrs C Cordiner Achenbach

Mrs Kim Gilden

SCHOOL SECRETARY

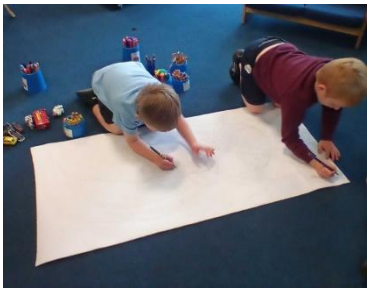
Mrs Rebecca Russell

Welcome to Nursery!
This booklet has been written to help prepare you and your child for the exciting adventure of starting nursery. We aim to give you the information you need and some ideas for how you can help get your child ready for nursery so that they have a really positive start at Ludham. We recognise the value of parental support to children's all-round development and learning, and we want to work in partnership with you to help your child develop as a valuable member of our school community and go onto achieve their full potential.

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.



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.

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)

The Early Years Curriculum

Young children learn best through play, trying things out, experimenting and talking. The Early Years Curriculum is an individualised, play-based curriculum which allows the adults to observe and find out about children's interests and what they are able to do independently across a broad range of areas. We then use this information to plan for the children's next steps in learning and development. Our role is to provide a stimulating environment and opportunities that will move children's learning on, and to teach children the new skills and knowledge that they need so that they progress in all areas of their development and learning. The children will spend most of their day in nursery learning through play, where they can direct their own learning and practice what they have learnt in the focused teacher sessions. For our 3-year-olds, there will be focused daily teaching of maths, phonics, topic activities and physical development sessions. Stories form a vital part of the curriculum, and these stories often go on to inspire the learning in class during the week. Talk is also very important, and we build in regular opportunities for children to talk and share their ideas and problem solve with others in the school day. The children take part in Forest School sessions once a week and we try and plan in outdoor learning activities too.

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

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. We also regularly visit our 'wild area' and use the school field to access outdoor learning. 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 in the EYFS 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.

How do we help to prepare your child for school?

We realise it is a big step for your child starting somewhere new. We will initially arrange short 'stay and play' sessions for both you and your child to attend so you can meet their peers and teaching staff, and with your help, we can build up a picture of your child's needs and interests. This ensures they have the best possible start with us.
Please visit the school website to find out some of the things we do in the Early Years.

How can you help prepare your child for nursery?

Here are just a few ideas for how you can help your child prepare for nursery. We're sure you are doing lots of these already, and have lots more ideas that you could add!

- Share books and stories.
- Go to the public library and share a range of books
- Teach your child nursery rhymes.
- Play turn-taking games such as snakes and ladders; make sure your child learns how to win and lose as well.
- Talk about numbers and teach your child to count objects accurately; you could involve your child in helping around the house by counting out the bowls or spoons needed to lay the table, counting steps up and down the stairs, look at house numbers or numbers on cars or buses as you go for a walk.
- Talk about mathematical concepts such as taller, shorter, heavier, lighter, full, half full, empty, less than, more than, higher, lower.
- Talk about shapes and colours.
- Encourage your child to do things independently
- Ensure your child to use the toilet by themselves, including washing their hands afterwards. If your child is not potty trained, we will work with you on this!

Settling in during the early days

During the first few weeks of nursery, we will spend a lot of time really getting to know your children and helping them to settle into the new routines of nursery. If your child is finding it hard to settle, we will suggest a part time timetable where they come in for short periods of time and build the length of these sessions when appropriate.

Supporting your child with their learning

Parents always ask what they can do to help support their child with learning at home – the answer is lots! Most importantly, we ask all parents to talk to their children. Talk is a vital component of children's development, providing a foundation for their overall growth and learning. Along with this, sharing a love for books and stories, learning rhymes and songs and encouraging them to be independent.

Behaviour for Learning

We believe that the most effective and efficient learning is achieved in a happy, calm and caring community. In order to develop and foster such an atmosphere we aim to be positive and consistent in all our relationships. The school has developed a Behaviour Policy, which embodies our aims to encourage, praise and promote good behaviour. We believe it is essential that children understand their role in keeping a disciplined and orderly learning environment in school and as such the learner values and school expectations are shared and discussed with children so that they understand what is expected of them.
Further information can be found in our school Behaviour Policy, available on the school website and from the school office.

Open Door

We have an 'open-door' policy in the Early Years. This means that members of the EYFS staff are available before and at the end of the session if you wish to talk to us about anything. If you need to speak with us in greater depth, you can make an appointment to speak with us directly or through the school office.

School Uniform

School uniform is not compulsory in Nursery. Please ensure your child is wearing things that they can easily undress when using the toilet, and clothes that you don't mind getting wet and dirty. We plan lots of messy play activities so the children will get mucky in their play. Some of the children like to wear school jumpers – these can be ordered from www.schooltrends.co.uk
Your child will need to have a pair of wellington boots at school as we regularly go into our wild area and they will also need them for Forest School. Our Forest School sessions require them to wear either an all-in-one waterproof suit, or waterproof trousers and jacket. In the warmer months, they will need to come to school wearing long sleeved tops and trousers/leggings to reduce the risk of being scratched and stung in the wild area.
Please can you ensure your child always has a spare set of clothes on their peg. Please can this include socks and pants (maybe multiple pairs) as our environment has water messy play stations.
Children will need to bring a book-bag to school each day for their library books and for letters. Letters are generally sent electronically, but sometimes they will be paper. Bookbags are available to purchase from www.schooltrends.co.uk .
Please ensure all children's clothes and belongings are clearly named with either labels that can be sewn or ironed in or with a fabric or marker pen.

Lunchtimes

If your child is staying for lunch, they will need their own lunch box. We are a nut free school so ask that you are careful when choosing what they bring. We do ask that children have healthy foods, so no fizzy drinks or sweets in their lunch box, please.

Snack time

The children are provided with a free healthy snack of fruit or vegetables each day and a cup of milk.
Please send your child in with a sports bottle containing water only – we encourage all children to drink plenty of water throughout the day.

Further Information

For further information please visit the school website, ask to speak with the Early Years Team or contact the school office who are always happy to help.

Reminder of what your child needs to school

- A bookbag
- A water bottle (sports bottle)
- Coat
- A packed lunch and lunch drink (if staying for lunch)
- Wellington boots (kept at school),
- Forest school waterproofs (kept at school)
- A spare set of clothes (kept at school)
- Please make sure everything is named!

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