



Welcome to
Cotmanhay
Cubs Nursery
for 2-3yr olds





Cotmanhay Infant and Nursery School

Cotmanhay Infant & Nursery School
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HEADTEACHER: Miss K S Latchford

EARLY YEARS FOUNDATION STAGE LEADER: Miss Foster

DEPUTY HEAD / SENDCO: Miss Dawson

FAMILY SUPPORT WORKER: Mrs Mathers

CHAIR OF GOVERNORS: Mrs Malik

For lots more information please go to:

<https://www.cotmanhayinfants.co.uk/page/?title=Nursery+Cubs+2+year+nursery&pid=156>

STAFF based in the 2 year CUBS NURSERY:

Nursery MANAGER:	Mrs. E Haddon
DEPUTY MANAGER and TEACHING ASSISTANT:	Mrs Woodfine
TEACHING ASSISTANT:	Miss Foster
TEACHING ASSISSTANT:	Miss Haggerty

WELCOME TO COTMANHAY 2 Year CUBS NURSERY

We currently prioritise places for eligible 2 year olds from families on low income or on certain benefits who meet the eligibility criteria. Eligible WORKING parents will also be able to put their child's name down on a waiting list. If a place becomes available we will contact you. We can also help you complete the relevant forms and answer any questions you may have.

Please contact the Infant School Office on 0115 9302064 if you would like more information.

FOR LOW INCOME OR FAMILIES ON BENEFITS:

Parents can apply for the free funding by: Completing the online form @<http://www.derbyshire.gov.uk/free4two> OR texting 'Child' to 86555 (texts cost 10p) OR telephone: [01629 535793](tel:01629535793) from 9am to 5pm on Monday to Friday.

FOR WORKING PARENTS (who earn at least £8,670):

- Parents can get a code for the funded hours - 'free hours' and apply on this site: <https://www.gov.uk/apply-free-childcare-if-youre-working?step-by-step-nav=f517cd53c18-4bb9-aa8b-1b907e279bf9>

You can check if you're eligible here:

<https://www.gov.uk/check-eligible-free-childcare-if-youre-working>

NURSERY ORGANISATION

We would like parents to come into nursery through the main doors which are to the right of the main entrance to the People's Centre situated across the road from the main school. You are welcome to leave your pushchairs in the parent waiting area to the left hand side. If your child is not toilet trained please bring a bag with a change of clothes, nappies, pull ups or cream. We are encouraging parents to say goodbye to their children at the main door.

INDUCTION

When you have completed your application form and have received your funding approval code you will receive a letter inviting you to a 'Stay and Play' session which you MUST attend before we can offer a place, this is usually a week before your possible start date.

WE AIM TO PROVIDE:

- *A caring environment where children may explore and repeat experiences according to their needs in an atmosphere where every child feels secure, valued and confident.
- *A broad, balanced and relevant curriculum, appropriate to the social, emotional, spiritual and intellectual development of individual children, including those with special educational needs. An approach to learning geared to the needs of young children, emphasising first hand experience, talk, PLAY and having FUN.
- *Encourage children to be self-motivated, INDEPENDENT, being willing to 'have a go' and to select and use their own resources.
- *Enable children to make an effective, smooth and happy transition from home to the 2+ Cubs Nursery and then to our 3+ Bears Nursery.
- *Involve parents in their child's education. Parents are encouraged to liaise closely with staff and share their child's achievements through using 'Class DoJo'.

EARLY YEARS FOUNDATION STAGE CURRICULUM (EYFS)

The Early Years Foundation Stage Framework exists to support all professionals working in the EYFS to help your child learn and develop in the best possible way, giving them the foundations to build on for the rest of their lives.

Early Years education is so important as the foundation for your child's whole education. Young children need a safe and secure environment where they can play, explore, experiment, develop confidence, be curious and learn. Our duty is to develop a joy of learning by being motivated and excited by the opportunity to learn. We encourage our children to become curious, confident learners and caring members of our community. The Early Years Foundation Stage applies to children from birth to five years.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Strategies for teaching and learning will vary and will be adapted to suit the needs of each individual child. Planning for early years experiences builds upon what the children already know and can do, and matches their different levels of abilities and needs. The curriculum areas are planned carefully to facilitate high quality education through play, both indoors and outdoors.

We use the following guidance to support our teaching:

[Statutory framework for the early years foundation stage](#)

[Developmental Matters](#)

[Birth to 5 Matters](#)

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**. These areas are used to plan your child's learning and activities. Children should mostly develop the **3 prime areas** first. These are:

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

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- *Literacy
- *Mathematics
- *Understanding the world
- *Expressive arts and design

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT - (Building Relationships, Managing Self, Self-Regulation)

How YOU can help your child: Help your child to label emotions such as sadness or happiness, by talking to them about their own feelings and those of others. Teach them to use and care for materials, and then trust them to do so independently and encourage them to listen well, follow instructions and to take risks while ensuring they are safe.



PHYSICAL DEVELOPMENT - (Gross Motor and Fine Motor Skills)

How YOU can help your child: Fine Motor Skills

Treat mealtimes as an opportunity to help your child to use their fingers, spoons and cups to feed themselves. Encourage body tension activities such as stretching, reaching, curling, twisting and turning. Encourage them in their efforts to do up buttons, pour a drink, and manipulate objects in their play, e.g. 'Can you put the doll's arm in the coat?'
Involve your child in preparing food and give them a chance to talk about what they like to eat, while reinforcing messages about healthier choices.



COMMUNICATION and LANGUAGE (Speaking, Listening, Attention and Understanding) LITERACY - Comprehension, reading and writing.

How YOU can help your child:

Help your child to build their vocabulary by giving them choices, e.g. 'apple or satsuma?' Model building sentences by repeating what your child says and adding another word, e.g. the child says 'car', you say 'mummy's car' or 'blue car'. Show them how to pronounce or use words by responding and repeating what they say. Talk to your child about books and stories when you read with them. Use different voices to tell stories and encourage them to join in wherever possible. Read stories that your child already knows, pausing at intervals to encourage them to 'read' the next word. Use talk to describe what children are doing by providing a running commentary, e.g. 'Oh, I can see what you are doing. You have to put the milk in the cup first.'
Support and encourage the marks they make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".



MATHEMATICS (Numbers and Numerical Patterns/ shape, space and measures)

How YOU can help your child:

Play games which relate to number order, addition and subtraction and use descriptive words like 'big' and 'little.' Talk about the shapes and numbers you see in the environment on clocks, cars, buses and on doors and gates. Encourage your child to join in with counting objects in as many situations as possible e.g. count steps, cars, how many seconds it takes to get dressed , say 'Here is your other mitten. Now we have two'. Talk to your child about 'lots' and 'few' as they play.



UNDERSTANDING THE WORLD

(Past and Present, People, Culture and Communities, The Natural World)

How YOU can help your child:

Talk to your child about their friends, their family, and why they are important. Be positive about differences between people and support your child's acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness. Talk with your child about their responses to sights, sounds and smells in the environment and what they like about playing outdoors. Encourage them to explore puddles, trees and surfaces such as grass, concrete or pebbles. Talk about ICT apparatus, what it does, what they can do with it and how to use it safely.



EXPRESSIVE ARTS AND DESIGN (Creating with Materials, Being Imaginative and Expressive)

How YOU can help your child:

Sing songs with your child as much as possible and use language to describe sounds and rhythm, e.g., loud and soft, fast and slow. Accept wholeheartedly your child's creations and help them to see them as something unique and valuable. Be interested and positive about your child's creative processes and talk to them about what they mean to them. Try not to worry if they get dirty or messy in nursery it means they are learning and exploring which is vital for their development.



THE 2 YEAR DEVELOPMENTAL CHECK:

At some point during your child's first term or shortly after they are 2 years old your child's key worker will complete a 'Progress Check'. This will involve writing a report on how your child is progressing against the three prime areas of learning:

Communication and language

Physical development

Personal, Social and Emotional Development

The report will be shared with you and will identify ways in which you can help your child. You may also want to share it with your Health Visitor (who can use it as part of the health and development review). **PLEASE SIGN THE LETTER IN YOUR INDUCTION PACK TO GIVE US PERMISSION TO SHARE THE REPORT WITH YOUR HEALTH VISITOR.**

PARENTS CAN HELP BY:

*Please follow our school policies and remember what it says in the 'home-school' agreement which you will sign in your induction pack.

* Please read letters, notices and texts carefully so you are fully up to date with what is happening in nursery.

*Being positive and supportive towards staff – we work extremely hard!

*Please check your child's hair as often as possible for headlice. If you can't afford treatment for your child's hair, please ask your Doctor.

* Please let us know if you have changed your address or phone number. **ALWAYS LET US KNOW IF SOMEONE DIFFERENT IS COLLECTING YOUR CHILD.**

* Please be on time when collecting your child.

*Please read the 'Class DoJo' messages everyday to keep up to date with all the news and events.

*Children are NOT to wear jewellery to nursery.

*Please make sure you tell us if your child has any marks or bruises at the beginning of the session when you arrive.

*Please ensure your child has a clean nappy or pull up on and they are clean and dry at the beginning of each nursery session.

DAILY ROUTINE:

All children will be encouraged to join in with group sessions to sing songs, play instruments, listen and join in with stories. They will have a healthy snack which is offered in the morning and afternoon. Children will be able to access the outside area at all times. If children feel tired, we have 'rest areas' where your child can go to sleep. A member of staff will spend time with you completing the 'All About You' booklet when you attend the 'Stay and Play' session where you can let us know your child's daily routine and whether or not your child normally likes to sleep in the day.

NURSERY TIMES:

Nursery times are intended to be flexible, parents should collect their Nursery children after collecting their Infant or Junior School children. Nursery times are as follows.

MORNING SESSION – 8.30 – 11.15 (The doors are open between 8.30 and 9.00 for a flexible drop off time.)

AFTERNOON SESSION – 12.15 – 3.00 (The doors are open between 12.15 and 12.30 for a flexible drop off time.)

For safety of our Nursery children only parents or other responsible adults (over the age of 14) of whom the Nursery has been notified, may bring and collect children.

NURSERY SNACK CONTRIBUTION

We ask all parents to make a snack contribution of 50p each week. This contribution helps to pay for additional snacks and healthy treats, baking and cooking activities and additional resources to help provide fun and exciting activities.

ABSENCES

Please inform Nursery as soon as possible if your child is absent due to illness, especially if it is an infectious illness. Small children do need the comfort of home when ill so please do not send them to Nursery until they are fully recovered.

Coming to nursery every day and on time is so important.

Please inform the school office as soon as possible if your child is absent due to illness. Please make sure we have your most recent contact details.

From time to time children do have accidents or may become unwell whilst at nursery. You can really help us by ensuring we have the up to date contact information; phone numbers and addresses. Frequent unexplained absences will result in the place being given to another child from the waiting list.



2+ CUBS NURSERY UNIFORM

The expectations for wearing our school uniform are slightly different to that in school. Children may wear their own trousers, shorts, skirts etc but we would like all children to wear the following tops:

- *White or Red shirts/polo shirts
- *Red sweatshirts / cardigans

Sweatshirts and Cardigans are available from Tesco's or Hamilton's.



NURSERY RULES

1. All children of nursery age must be accompanied by an adult.
2. Dogs are not allowed on the school premises.
3. No smoking is allowed on or around the school premises.
4. Please make sure sweatshirts and cardigans are clearly marked with your child's name.
5. Please refrain from using bad language in front of children and staff while on the school premises, try to be as positive as possible.
6. No jewellery to be worn by the children inside nursery.
7. Children to arrive with a clean nappy or pull up.

SAFEGUARDING:

We have robust safeguarding policies and procedures in school that everyone follows. We will speak to you if we have any queries and we encourage open and honest communication between home and school.

<https://www.cotmanhayinfants.co.uk/page/?title=Safeguarding&pid=16>

BEHAVIOUR

The school has a positive behaviour policy, which means praising and rewarding children for good behaviour choices. We set high standards for our children; this is encouraged and reinforced in everything we do. We appreciate parents support and understanding and we are always available to discuss any concerns and give advice. We would appreciate parents support and understanding, particularly of the 2 year olds who can find it difficult to settle and conform to Nursery rules and routines.

COTMANHAY 'PEOPLE'S CENTRE'

The People's Centre is the building across the road from our school. This is where our 2 year Cubs Nursery is based. We regularly share details of various support groups that are on offer within the People's Centre.

LIAISON WITH OTHER AGENCIES

We work very closely with many agencies including Health Visitors, School Health, Behaviour Support and Children's Services.

This is always in partnership with families.

PARENTAL PARTNERSHIP

Home and school working respectfully together gets the best outcomes for your children.

We follow the school policies on all issues. These and the Curriculum Guidance for the Early Years Foundation Stage are all available for the parents to look at on request.

All relevant dates, visits, topics, curriculum information, targets and letters are shared with parents regularly.

The Nursery team is hard working and work very closely together. They strive to do the best for each individual child and make their time at Nursery as positive and enjoyable as possible. Each child is allocated a key worker which is clearly on display in our nursery.

Staff will also discuss your child's 2 year developmental check report, usually this is within the first term of your child starting our nursery.

Mrs Mathers is our Family Resource Worker who is available to offer support and guidance at any time, she is based in the Treehouse room opposite Miss Latchford's office. Please ask us if you need any support or advice. Miss Dawson is the SENDCO and supports with individual needs of a child.

TRANSFER ARRANGEMENTS

Children will enter the 3+ Bears Nursery the term after their third birthday. Arrangements will be made during your child's nursery education for them to visit and meet the staff. Our nursery teams work closely together. The Bears staff will also come and meet your child in our Cubs nursery and liaise with your child's key worker to ensure their transition to our Bears nursery is as smooth as possible. Parents will receive a letter inviting them to a 'Stay and Play' session shortly before they're due to start.

Parents can liaise with our Bears staff through email and on Class DoJo.

THANK YOU FOR READING OUR BOOKLET.

We hope you find it useful and informative, and that the time your child spends in our nursery will be happy, memorable and successful. Please keep in touch by reading our letters, texts, messages and website.

Never hesitate to come to us if you are in the least bit concerned or worried about something, however silly it may seem!

WE ARE ALWAYS AVAILABLE TO LISTEN.