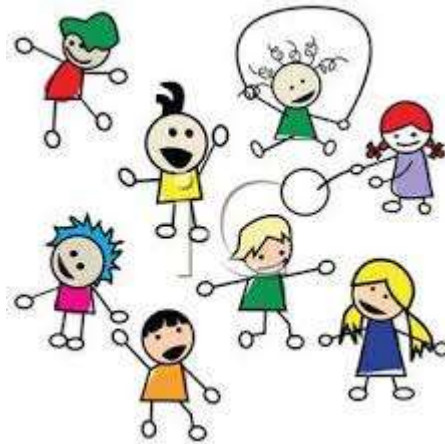




# Welcome to Cotmanhay Bears Nursery



Magical worlds are created in which pupils enjoy themselves so much they do not realise how hard they are working and how much they are learning.



# Cotmanhay Infant and Nursery School

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HEADTEACHER: Miss. K S Latchford

DEPUTY HEADTEACHER: Miss. S Dawson

CHAIR OF GOVERNORS: Mrs. S Malik

HEAD OF EARLY YEARS: Miss. S Foster

FAMILY SUPPORT  
WORKER: Mrs. D Mathers

NUSRERY TEACHER: Mrs. N Bailey

NURSERY TEACHING and  
LEARNING ASSISSTANTS: Miss. M Burton  
Mrs. Bratby  
Mrs. Brennan

"Just Playing "

When I'm building in the block room,  
Please don't say I'm "just playing."  
For you see, I'm learning as I play.  
About balance and shapes.  
Who knows, I may be an architect someday.

When I'm getting all dressed up,  
Setting the table, caring for the babies.  
Don't get the idea I'm "just playing."  
For you see, I'm learning as I play  
I may be a mother or a father someday.

When you see me up to my elbows in paint,  
Or standing at an easel,  
Or molding and shaping clay,  
Please don't let me hear you say "He's just playing."  
For you see, I'm learning as I play.  
I'm expressing myself and being creative.  
I may be an artist or an inventor someday.

When you see me sitting in a chair  
"Reading" to an imaginary audience,  
Please don't laugh and think I'm "just playing."  
For you see, I'm learning as I play.  
I may be a teacher someday.

When you see me combing the bushes for bugs,  
Or packing my pockets with choice things I find,  
Don't pass it off as "just play."  
For you see, I'm learning as I play.  
I may be a scientist someday.

When you see me engrossed in a puzzle,  
Or some "plaything" at my school,  
Please don't feel the time is wasted in "play"  
For you see, I'm learning as I play.  
I'm learning to solve problems and concentrate.  
I may be in business someday.

When you see me cooking or tasting foods,  
Please don't think that because I enjoy it, it is just "play."  
I'm learning to follow directions and see differences.  
I may be a chef someday.

When you see me learning to skip, hop,  
Run and move my body,  
Please don't say I'm "just playing."  
For you see, I'm learning as I play.  
I'm learning how my body works.  
I may be a doctor, nurse or athlete someday.

When you ask me what I've done at school today,  
And I say, "I played."  
Please don't misunderstand me.  
For, you see, I'm learning as I play.  
I'm learning to enjoy and be successful in my work.  
I'm preparing for tomorrow.  
Today, I'm a child and my work is play.

- Anita Wadley



## WELCOME TO COTMANHAY BEARS NURSERY

Cotmanhay Nursery can offer your child a part time morning **OR** afternoon place for five sessions a week lasting three hours. Parents can put their child's name down from their first Birthday (forms are available from the office).

A place will be offered to children a term after their third Birthday. A letter will be sent to confirm the start dates and visiting times a few weeks before your child is due to start. A home visit is offered to all parents. If you request a home visit then Staff from our Nursery will visit your child for about half an hour, a few days before your child is due to start.

### **WE AIM TO PROVIDE:**

- \*A caring environment where children may explore and repeat experiences according to their needs.
- \*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 and being willing to 'have a go'.
- \*Encourage children to have their own ideas and to select and use their own resources.
- \*Enable children to make an effective, smooth and happy transition from home to Nursery and from Nursery to Reception (full-time school).
- \*Involve parents in their child's education. Parents are invited to take part in activity days and parent evenings are held.

## 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, and was developed with a number of early years experts and parents.

In 2021 the framework was revised to make it clearer and easier to use, with more focus on language and the things that matter most to your child. This new framework also has a greater emphasis on your role in helping your child develop.

Planning for early years experiences builds upon what the children already know and can do, and matches their different levels of abilities and needs. Our activities are planned for carefully to ensure we provide high quality education through play, both indoors and outdoors.

The EYFS works towards the Early Learning Goals, which children are expected to reach by the end of their Reception year.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**. 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

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is designed to be really flexible so that staff can follow your child's unique needs and interests.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Helping children to respect themselves and others, develop a positive self-image, to learn about relationships and the importance of friendships. To learn to share, take turns and play fairly. To develop an understanding of what is right, what is wrong and why. To care for others and respect their feelings, culture and beliefs. **TO HELP CHILDREN TO BECOME INDEPENDENT AND SELF CONFIDENT. (As parents we must be aware of the vital role we play in building our children's self-esteem; trying to be positive and praise**



## PHYSICAL DEVELOPMENT

Helping children to develop physical control of their bodies. Move and travel with co-ordination and balance, developing an awareness of space and safety, using a range of small and large apparatus indoors and outdoors. Be able to handle tools, objects, construction and malleable materials such as clay and play dough with increasing control. Also encouraging the children to be aware of their health and self-care and being independent in using the toilet and washing their hands.

**(As parents we can help our children by encouraging them to put on and take off their coat, shoes and socks, practice throwing and catching, balancing and being physically active whenever possible, praising our children's efforts.)**



## COMMUNICATION AND LANGUAGE

Helping children to communicate effectively with each other and with adults by encouraging them to talk, listen and value what they say. To develop their confidence to practice their language skills when using the role-play area or when using the small-world sets to create their own stories. **(As parents we can help by TALKING and LISTENING to our children, asking them about their day nursery and what activities they have carried out. We can model the correct way to speak by SENSITIVELY repeating back the correct language.)**

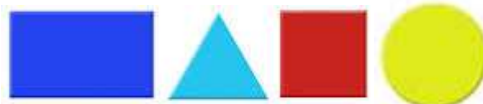
## LITERACY

Helping our children to develop a love for books through stories, poems, songs, music and nursery rhymes. Children are offered reading books once they have reached pre-school age. Encourage children to recognise and write their name, beginning to learn the correct letter formation patterns. Learn the letter sound in their name and then begin to learn the letter sounds S A T and P. To develop their awareness of hearing and saying rhyming words. To develop their pen grip and begin to form handwriting patterns. Encouraging children to give meaning to the marks they write and draw. **(As parents we can help our children by sharing books with them encouraging them to talk about the pictures. Helping them to learn their letter sounds through games such as I Spy, and by practicing their name at home.)**



## MATHEMATICS

Helping children to count, at least to 10 and then to 20. To recognise colours and number symbols, at least 1 to 5, then to 10. To recognise and describe shapes. To begin to use the correct mathematical vocabulary to describe the size, weight or length of an object. Begin to be aware of early addition and develop the confidence to attempt to solve practical problems. To be able to complete and create a repeating pattern and identify any mistakes. **(As parents we can help our children to learn the above by; counting the stairs as you walk up them, pointing to and talking about the colours, shapes or numbers of objects as you walk past them in the street. Looking at numbers on clocks, door, buses and cars.)**



## UNDERSTANDING THE WORLD

(Science, Design and Technology, History, Geography, RE and ICT)

Helping children to develop their knowledge and understanding of the world and their environment through investigating, experimenting, questioning and exploring. Activities are based on first hand experience that encourages observation, problem solving, prediction, critical thinking, decision-making and discussion. **(Please encourage your child by talking about things you see, how things work, living things; what they are called, where they live and what they eat.)**



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## EXPRESSIVE ARTS AND DESIGN

Giving children has many varied creative activities as possible, using a wide range variety of materials and media to explore colour, texture, shape, pattern and form in two and three dimensions. To encourage children to learn through using their senses to discover, explore and experiment in any way they choose to express their creativity. To learn simple songs and nursery rhymes. To respond to music through dance and movement and experiment making different sounds using musical instruments. To engage in imaginative play to make believe and pretend and to role-play using their first hand experiences. To develop children's CONFIDENCE and INDEPENDENCE TO MAKE THEIR OWN CHOICES. **(As parents we can help by being supportive if children get their clothes dirty. Being positive and praising all their creative efforts, saying 'That's a lovely yellow painting' NOT 'What's that?' Valuing your child's artwork by putting their pictures on the wall, it's a wonderful way to build children's self-esteem)**



## **PARENTS CAN HELP BY:**

- \*Always talking to your child about school and home in a positive way.
- \*Always listen when your child wants to talk.
- \*Reading to your child as often as possible.
- \*Helping your child to dress and undress independently.
- \*Being positive about their work and praising their efforts.
- \*Being positive and supportive towards staff – we work extremely hard!
- \*Please check your child's hair as often as possible for headlice. (If a child has a head infection the parents will be informed as soon as possible and the child will be sent home for treatment.)



## **NURSERY ORGANISATION**

The Nursery has two main rooms called Red Bay and Blue Bay. All children have access to a wide range of educational and fun activities and areas to explore, they will also be encouraged to engage in one whole class activity at the start of the session and a Letters and Sounds activity daily. We also have a small courtyard to the rear of the Nursery, which can be accessed by the children throughout the session. Outdoor play is so important in the early years and we enjoy playing in our nursery garden every day, even when it is raining.

## **NURSERY TIMES**

The Nursery values highly its partnership with parents and we will aim to support you in anyway that we can. 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** – 8.30am – 11.30am (The gates are open between 8.30am and 9.00am and we begin collection from 11.15am.)

**AFTERNOON SESSION** – 12.15pm – 3.15pm (The gates are open between 12.15pm and 12.35pm and we begin collection from 3.00pm.)

For safety of our Nursery children only parents or other responsible adults (over the age of 16) of whom the Nursery staff have been notified of, may bring and collect children nursery.

## **STAY AND PLAY SESSIONS**

Prior to your child starting nursery they will be invited to attend a stay and play session in nursery. This will enable you and your child to become familiar with the nursery staff and environment and there will be a fun range of activities on offer. These sessions have proven very valuable in enabling children to confidently settle into our nursery.

## **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.

Please make sure that your contact details are always up to date.

It is also really important that your child arrives in nursery on time each day. If children arrive late, they can feel unsettled and may miss out on valuable learning experiences.

Frequent unexplained absences will result in the place being given to another child from the waiting list.

## **SCHOOL / NURSERY UNIFORM**

A sensible uniform of clothing for school encourages a smart appearance and gives the children a sense of pride in themselves and a corporate identity with the school.

Uniform is red, grey and black and is as follows;

- \*White or Red shirts/polo shirts
- \*Red sweatshirts / cardigans
- \*Grey/Black skirts / trousers / shorts
- \*Grey or Red and White summer dresses.
- \*Grey/Black shorts for summer.



Please could we ask that children wear clothing that is comfortable for them and that they can independently manage when using the toilet. Playsuits are not suitable for children to wear in nursery.

## **NURSERY RULES**

1. All children of nursery age must be accompanied by an adult.
2. Parents must securely lock all gates and doors leading to nursery in order to maintain the safety of the children.
3. Dogs are not allowed on the school premises.
4. No smoking or vaping is allowed on the school premises.
5. Please make sure sweatshirts and cardigans are clearly marked with your child's name.
6. No jewellery, including bracelets and necklaces to be worn to nursery.
7. Only one pair of stud earrings are permitted.
8. Please refrain from using bad language in front of children and staff while on the school premises, try and be as positive as possible.

## **SAFEGUARDING / CHILD PROTECTION**

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.

## **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.

## **LIAISON WITH OTHER AGENCIES**

We work very closely with Health Visitors, Sure Start workers, Family Support Service staff and the staff from the Children's Centre. To ensure we can meet the needs of our children in the best way, discussions take place on a regular basis to share any relevant information.

## PARENTAL PARTNERSHIP

The Nursery follows school policy on all issues. These policies and the Curriculum Guidance for the Early Years Foundation Stage are all available for the parents to look at on request. Termly planning is also available and termly topic sheets are shared with parents via Class Dojo.

All relevant dates, visits, topics, curriculum information, targets and letters are shared via Class Dojo.

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, if you wish to know the name of your child's key worker please ask a member of staff.

PARENTS CONSULATIONS are held two times a year in the Autumn, Spring. This will give parents the opportunity to discuss their child's progress and teachers discuss the targets set for the following term. Children due to start full-time school will receive a school report in their final term. Parents are welcome to discuss their child at any time, there is always a member of staff available.

Mrs Mathers is our Family Support 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 school SENDCo and supports with individual needs of a child.

## TRANSFER ARRANGEMENTS

Children will enter the main school full-time the September after their fourth birthday. Arrangements will be made during your child's nursery education for them to visit the main school and to meet their new teachers. Parents will be provided with all the information you will need for you child starting full-time school.



**THANK YOU FOR READING OUR BOOKLET.** We hope you find it useful and informative, and that the time your child spends in Nursery will be happy, memorable and successful. Please keep in touch by reading our letters and notice board and more information can be found on our school website. Never hesitate to come to us if you are in the least bit concerned or worried about something, **WE ARE ALWAYS AVAILABLE TO LISTEN.**