

Orford CEVA Nursery and Primary School Parents and Families Information Pack



This information pack should cover all the information you need for your child to start at their new Nursery. Please read and keep it for future reference. If you do have any questions our staff are always happy to help.

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www.orfordprimary.co.uk admin@orfordcvap.org

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Joining Orford Nursery

We believe that if we work together as a team your child will thrive and flourish within our Early Years / Year 1 setting and go on to be confident and independent learners within Orford Primary School.

Transition into Nursery can be both an exciting and emotional time for all. We are led by you and your child's needs and will discuss this individually at time of enrolment. It is really important to us that your child settles in at their own pace.

We want to make the start of Nursery as easy as possible for parents too. Before your child starts you will receive funding information and a PAF form (for funding), a personal information form with a number of parental/ carer permission forms to be signed and an 'All About Me' form. Please fill these in and bring them to the schools office **prior** to your child's first settling in session. If any support is needed with the forms please ask any of the staff who will be more than happy to help.

Keyperson

Every child has a carefully matched 'Key person' who is responsible for overseeing the general welfare and developmental progress of your child. We will inform you of your child's 'Key Worker' within the first week of your child joining. This allows time to match the right key worker for the child and family to enable a positive and strong relationship to form.

Home Learning and Development

We strongly encourage our families to share experiences from home. Children are welcome to bring in objects they want to know more about, e.g some pine cones from a forest walk; to share an experience, or they saw an ambulance on the way to Nursery, or a favourite story they are keen to share with their key worker or friend. This helps morning transitions and enables child led learning from the start of the day. We will try our very best to return objects at the end of the day.

Snack and Lunch



We offer a fruit or vegetable snack during the morning. If you would like your child to be offered milk at snack time, please sign up to the milk scheme which can be found online. Please send your child in with their own named bottle of water to be accessed throughout the day. (Please do not send squash or other flavoured drinks as the school has a water only policy in order to help all our children to join in with a healthy eating lifestyle.)

Children are required to bring in a packed lunch each day or a hot school meal can be booked for them (standard meal prices apply - please ask). Adults and children sit together at the table sharing in dinner table conversation including news and interests. When finished, children are encouraged to sort their rubbish for recycling. The staff monitor how much your child has eaten and substantial left-overs will be returned to their bags to help you to know what and how much they are eating. We are happy to feed back to you about this at the end of the session.



Clothes, Nappies and toilet training.

We ask that children are sent in year round with at least 2 sets of clothes in their bag and nappies (if needed).

We know that potty training can be a tricky time and are ready to do all we can to help your child to learn to use the potty or toilet. This is very much a time when we will be working with you to help your child to confidently move from nappies to pants and are more than happy to deal with the toileting accidents that are part and parcel of this process! Please make sure lots of changes of clothes are included during this period. For all children, unless they have a medical condition, toilet training is generally started before or during the year they are three and we would appreciate every effort being made to have your child fully toilet trained by the end of term before they start Reception at the latest.



Our outdoor provision reflects our indoor provision and therefore we play outside all year round. We ask that during:

Autumn/Winter months children are sent in daily with a named coat, hat, scarf and gloves. Also to **keep at Nursery** a named pair of wellies and a named coverall waterproof suit.



Spring/Summer months we ask that children are sent in daily with factor 50 all day sun cream applied. Also, to **keep at Nursery** a bottle of named sun cream (no less than factor 50) and named summer hat. During the Summer months we avoid being outside during the hottest parts of the day.



Collecting your child from Nursery

We take safeguarding very seriously at Orford Nursery. This is for your child's safety and we are sure you will agree, this should always come first. We **MUST** be told in advance if a different person is due to collect, and we **MUST** have it confirmed by email (admin@orfordcvap.org).

To drop off your child, please come in the main playground and access the class through the Nursery door directly in front of the gate.. When collecting your child (11.30 pick up) please come to the nursery door where a staff member will bring your child out to you. 12.00pm drop off for the afternoon session at the main office. End of the day pick up from the nursery door please.



Communication

Practitioners try to give a detailed handover at the end of each session the children attend with us. You will have the opportunity to talk to your child's key worker, or make an appointment to arrange a more detailed discussion if needed. We also share with you, your child's experiences at Nursery via our online Tapestry service. We use Tapestry to keep track of your child's learning and development, we use and store pictures and videos within this service. You will receive login details via email within the first two weeks of your child joining us. We encourage parents to look at what their child has been learning but also to add pictures and notes of experiences at home. This is a great way of creating a full picture of your child's developmental learning journey, as well as, sharing and building on experiences at Nursery. We will update on our website a termly newsletter of the class activities, as well as event dates, celebrations, general notices and routine changes.

Two Year Check

During the age of 24- 36 months we will carry out a 2 year check, this is to assess developmental milestones and is a helpful way to see the progress your child is making in core developmental areas. We will share this with you. It is extremely helpful to take our assessment to your 2 year check carried out by your health visitor (along with the questionnaire they send you). It can also be really useful if you share a copy of the completed questionnaire they send to you (we can photocopy it). We are committed to working across agencies as working together in this way ensures that everyone has a full picture of your child's development.

Illness

Please call if your child will not be attending their booked session, 01394 450281. If we haven't received a call 1 hour after the start of your child's session we will give you a quick courtesy call. This is in line with our 'Children missing in education policy' and part of our safeguarding policy.



We also ask the reason for absence, so we can keep a record of any illness and give support, advice or guidance if needed.

If your child has been off due to sickness or diarrhea your child **MUST NOT** return to Nursery for **48 hours after the last bout**. Please adhere to this request. We appreciate this may sometimes be difficult for working parents however, if staff get ill we may have to close the provision.

When your child has a temperature we recommend that they are kept at home until their temperature returns to normal.

If your child has a temperature during their session we will give you a call and ask you to collect. We can give medicine if it is needed to be given during the school day but we will ask you to fill in a medical form and the medicine before we can do this - the form is available from the 'virtual office' section on our website www.orfordprimary.co.uk



Please see the NHS website <https://www.nhs.uk/conditions/> for advice and guidance on illnesses. Seek doctors' advice if you are ever unsure or need more specialised advice. Always call 999 in the event of an emergency.

Emergency Situations

In the event of an emergency which requires one of the teachers /leaders of the Nursery to leave the premises or an event occurs which puts the children or leaders at risk, the head teacher gives permission for all children and staff to go to another class in school whilst arrangements are made for the children to be collected at the earliest opportunity, or until the absence of the teacher / leader has been resolved. If this event should occur, you will be informed and if necessary asked to come to the school office to collect your child.

Special Educational Needs and Disabilities

If your child has an Educational Health Care Plan please bring this with you when you enrol your child at Nursery. If you're currently awaiting an EHCP or are concerned about the learning or development of your child please speak to us about your concerns. We will work together with you to ensure your child's needs are met within the Nursery provision and will advise you of any other support or services that may help your child or family further.

Our ethos and culture has inclusive practice running through everything we do, our provision will support your child and be adapted accordingly. We value all children's strengths and individuality, we form strong relationships and an effective learning and development culture will ensure that all children can learn, achieve and thrive.

If we have concerns about your child's development or learning we will arrange a meeting with you to discuss this. Some of the things we do already within our provision for all children:

Daily visual timetable

Meaningful praise

3 min countdown to daily routine transitions

Photos of toys - easy matching for independent tidying

Sensory play within continuous provision

A programme for social and emotional development

Visual prompt cards

A calm physical environment - not over stimulating

Gym trail - gross and fine motor development

My turn, your turn - communication tool to increase use of speech and language

Nelli - speech and language programme.

Excellent communication with parents and carers - support is given early

English as an additional language

We encourage families to speak in their home language whilst children are at home. We will speak English within the Nursery but we will also provide resources in children's home language based on need. If children are speaking in their home language more than English (within the setting) at the time of their 2 year check we may ask for parents' help to carry out the assessment so we gain a correct picture of development. If we have any concerns we will speak to you about these. If you have any concerns about your child's language development please speak to your child's key worker or the teacher.

Fees, Funding and Support

15 hours funding for all 3-4 year olds

All 3-4 year olds are eligible to 15 hours a week, 38 weeks a year. Please see enclosed information or go to <https://www.gov.uk/childcare-calculator> for more information.

30 hours funding for 3-4 year olds

Please see enclosed leaflet if you think you may be eligible for 30 hours a week, 38 weeks per year free childcare for 3-4 year olds or go to <https://www.gov.uk/childcare-calculator>

15 hours funding for 2 year olds

Please see enclosed leaflet to if you think you may be eligible for 15 hours a week, 38 weeks a year free childcare for 2 year olds or go to <https://www.gov.uk/childcare-calculator>

Any additional hours that are outside funded hours are charged at £4.50 per hour

Non funded children are charged at £4.50 per hour. Late collection - if you are more than 5 mins late collecting, a fee of £4.50 is chargeable. If more than 10 mins late a fee of £10 is chargeable and £1 per minute thereafter.

Payment is made on Parentpay for which you will be given a log in on enrolment.

Opening times - Monday - Friday 08:30 - 15:00

Morning session: 08.30 to 11.30

Lunchtime session: 11.30 to 12.00

Afternoon session: 12 to 15.00

We are a term time only provision. We are also closed on Bank Holidays and Teacher Training days (please see the calendar on the website).

Hours/Days must be booked at the beginning of term and cannot be altered without the agreement of the office and staff. If you move nurseries during the term the funding cannot be transferred to the new nursery until the start of the new term.

Full fees are applicable for absences (including sickness and holidays). If your child will not be attending their session please ring 01394 450281. If we haven't received a call 1 hour after the start of your child's session we will give you a quick courtesy call. This is in line with our 'Children missing in education policy' and part of our safeguarding policy.

Early Help and Support Services

Sometimes we can all find life challenges difficult. Please talk to us, we are always happy to listen and support as much as we can. We are happy to give advice on: helping your child's development at home, funding, and signposting to other support services. There is also a list of helpful numbers and information on the parent notice board and at the end of this pack. We strive to have close links with other professional services and believe that by working together we're able to give all children the best possible start.

Learning and Development

Our Nursery has our school vision, culture and ethos at its heart. A nurturing, safe environment creating strong relationships which place the children's needs at the center.

As an Early Adopter Nursery and School we have been following the revised Early Years Foundation Stage (EYFS) Statutory Framework (2020) provided by the Government. The EYFS focuses heavily on learning through play and child-led interests. Practitioners will spend time listening and observing your child in their free play, matching provision based on interests and generating next steps in learning. Our skilled Practitioners then assist children in their play to develop and practice new skills, vocabulary and gain new knowledge. Learning is never capped and you will hear us using technical language and explanation in our conversations with children.

The Statutory Framework for the Early Years Foundation Stage (Early Adopter version, 2020) states that four guiding principles should shape practice in early years settings. 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.
- children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are 7 areas of learning and development within the Early Years that we use as a framework to guide the assessment process. These are split into two sections Prime Areas and

Specific Areas, explained below.

Three Prime Areas of Development



Communication and Language - Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. A large focus is given to the spoken word but also other forms of communication such as pictures, signs and symbols are used simultaneously to aid language acquisition and development. It is important that all children are able to communicate their wants and

needs and to feel heard and understood. At Orford we use two programmes specifically created to support children with their language development; Speech and Language Link (SLL) and Nuffield Early Language Intervention (NELI).

Personal, Social and Emotional Development - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. At Orford Nursery we use the therapeutic' Approach. It informs us, as adults, of the vital role we have as positive role models for children's behavior and how we interact and engage with children's frequently changing emotional states. We use 'ELSA' to help children to develop themselves in everyday life, as well as, regulate, recognise and notice emotions and teach the skills needed to work as part of a team and negotiate different social interactions, this develops their emotional resilience, self-confidence and so much more. ELSA is an initiative developed and supported by Educational Psychologists to support children with their emotional literacy and needs.



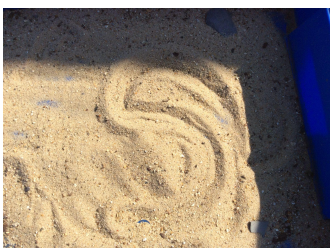
Physical Development - Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Through physical development children learn what every part of their bodies can do and develop the skills to meet their ambitious and sometimes risky ideas. We

meet these needs by providing a rich and diverse provision which concentrates on physical development through daily physical activities within the provision which focus on fine (threading, cutting, drawing, writing, mark making etc) and gross (dancing, climbing, biking etc) motor skills, weekly PE and Dance in the school hall and Forest School. We encourage risk taking as it takes children out of their 'comfort zone' to try new skills. We teach children how to keep themselves safe in their 'risky' play. We are supported weekly by Xtra Time coaches who support the learning of our children and upskill our teachers in all areas of Physical Development.



Specific Areas of Development

Literacy - It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. A love of hearing stories can begin at birth. At Orford we have a strong reading culture that encourages and develops a



love of books and the written word. We have a focus book of the week and read many more fiction and no-fiction texts during the day. This strengthens and builds vocabulary in their play experiences and fosters the joy books can bring. This also helps them to create their own exciting stories in their play and provides a foundation for writing. We encourage children to hold writing implements and to make purposeful marks and give meaning to the marks they make. Children will also learn to write their name.

Mathematics - Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. At Orford we think about a range of mathematical concepts (number, shape and space, measure) in everyday contexts and develop rich mathematical language. At Orford, children learn through practical experiences and within a mathematically rich environment.



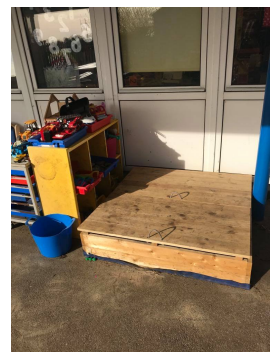
Understanding the World - Understanding the world involves guiding children to make sense of their physical world and their community. Children learn continuously from the environment in which they live. We provide a continuous provision that stimulates interests but also creates awe and wonder from, for example, small world play, construction and our forest school. Awe and wonder gives practitioners opportunities to skilfully provide experiences which develop skills and learning through child centred play. We plan a progressive skills curriculum which builds on knowledge about important topics e.g. recycling, climate change, animal habitats, local environments, plant life and different cultures.



Expressive Arts and Design - The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Our Nursery's continuous provision means that children have continual access to an extensive range of different creative materials and experiences so they can express themselves through creative arts and design. This provides opportunities for a child's imagination to come to life and for each child to express how they make sense of the world as a unique individual. We have weekly dance, cooking and forest school sessions which provide a wealth of fun learning opportunities.

Outdoor Provision

Our outdoor provision is a reflection of our indoor provision. We also have a digging pit, mud kitchen, water play, sand tray, willow reading den, climbing frame and slide, bikes, forest school, kitchen garden, teaching kitchen, wildlife area and of course Orford's wonderful village, castle and river.



What are we learning this week?

There is a weekly timetable in your parent pack, on our website and on the parent notice board.

The Nursery's medium term plans are available online and on the parent notice board, we will inform you by separate letter of any trips, projects or permissions that are needed.

We are involved in events run by the PTA (OSLOF). More information on becoming a member can be given on request or you can visit the OSLOF area on the schools website.

Policies and Procedures

Please be aware of the policies and procedures within our setting, there are copies on the school website and on request. These policies and procedures are required by law and are adhered to throughout the setting.

We take Safeguarding very seriously and put all recommended practices in place to ensure the highest care for the children within the setting. We work contextually with other agencies and services to ensure children are kept safe. Safeguarding is everyone's business so please ensure you take a look at our safeguarding policies for information and updates.

Ofsted and Our Links to Orford CofE Primary School

The Nursery children are within a mixed aged provision with the Reception and Year 1 children in Class 1 and are under the management and leadership of Orford CofE Primary School. Our Nursery provision is inspected by OFSTED at the same time as the school. The Governors and Headteacher of the school are responsible for ensuring our Nursery provision is of the highest possible standard.

The school's Christian Vision is "We are seeds grown in the good soil" Matthew 8:23. All the children are encouraged to believe that in joining together our individual skills, actions, thoughts and experiences, we can sow faith, grow learning and inspire futures.

The school's latest Ofsted report is on the school's website as is the area for parent feedback, views and reporting.

Complaints

We hope that our culture and ethos of the Nursery provision will mean that communication and needs are met continuously. We take your comments and concerns very seriously. However, if you have a complaint please speak to the Class 1 teacher in the first instance. For more serious complaints please see our complaints procedure on the schools main website.