

Great Moor Community Infant School Pre-school Ready?

Rachel Wilkinson
EYFS Team Leader

The team

- ▶ Rachel Wilkinson- EYFS Team leader SENco Team
- ▶ Amy Davidson - Teacher for Monday Tuesday Wednesday
- ▶ Charlie Stebbing- Teacher for Wednesday Thursday Friday
- ▶ Alison Hart - Teaching assistant
- ▶ Sue Chorlton- Teaching Assistant
- ▶ Sue White - Teaching Assistant
- ▶ Eve May EYFS SENco Team - Support for Special Educational Needs.
- ▶ Lunchtime team

Experienced, supportive and creative team

Safeguarding

- ▶ We have a statutory duty of care to ensure that all children are safe secure, happy and free from harm;
- ▶ Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

(“Working Together to Safeguarding Children” 2018)

All staff are vigilant and we ask that all members of our school community be vigilant.

Safeguarding officer is Head teacher Yvonne Dobson and Deputy Safeguarding officers are Diana Heis and Rachel Wilkinson

Great Moor Community Infant school Values



Caring	Resilient	Creative	Independent	Respectful	Inclusive
Kabir	Ricki	Cody	Isla	Rowan	Izzy

Sessions

- ▶ By now you should know if you have got the days that you requested.
- ▶ Any queries please contact school and a member of the nursery team will happily speak to you.

Parent Partnerships

- ▶ Supporting the child , supporting the family
- ▶ We believe it is really important to regularly communicate with families. When your child comes into Nursery, staff are always available for a quick chat.
- ▶ If you need a longer discussion - please make an appointment with your Nursery Teacher

How do we learn? How do we play?

- ▶ We believe that children are naturally curious about the world around them. Our nursery is a place where all children can **follow their interests** and lead their own learning supported by staff. Staff will observe children closely, intervene when appropriate, and plan for future play possibilities.
- ▶ The nursery is set up as a workshop environment with resources at child height. **Independently** accessing resources allows children to become effective decision makers, enhancing their play and learning experiences. These opportunities are planned and based on children's schematic interests and curiosities at nursery and home.
- ▶ Should they choose, children can also go outside in all weathers.
- ▶ During free flow play, children can help themselves to a healthy snack in the Snack Area, where they are supported by a member of the team.

A Learning Journey

- ▶ Every child in the provision has their own **Learning Journey book**. This document is produced by their Key Worker. The child's Key Worker collates information from home ("Wow" moments or any other observations), observations from other staff, anecdotal evidence and pieces of the child's work to build a comprehensive file of their achievements and progress. The Nursery team meet on a weekly basis to plan experiences for the children.
- ▶ Observations at Great Moor can take the form of written narratives, notes, photographs . We encourage parents to share their observations of the children from home. This can be during a chat, in written form, through photographs or Wow moments. We particularly want to record the child's voice - in writing, so we can see their learning and their perspective on the world!

Transition Activities

- ▶ Nursery Team will try to contact current settings to have an informal chat about your child.
- ▶ Stay and Play sessions will be running the first week back. Please refer to your personal letter regarding the day and time.
- ▶ Over the summer please create an- All about me collage- family pictures, pets, favourite cartoons, favourite cereal, best story, drawings of favourite toys etc



Two months before transition...

- ▶ We have July and August to ensure that the children are ready for Pre-school....

Nursery Ready - Speaking



Continuing “the speaking journey”

- ▶ Please remove the dummy as much as possible - it slows speech progress
- ▶ IPADS and phones etc are limited in their interaction - time limit
- ▶ Talking together and reading stories together are one of the best ways to improve speech
- ▶ If you are concerned about your child’s speech or any interventions are taking place - please let us know.

Nursery Ready - Listening, following instructions

- ▶ **Gain their full attention** - say their name and wait to see if they respond. They will usually turn towards you and look at you; if they don't you can try repeating their name and touching them lightly.
- ▶ **Wait** - you may need to give children time to focus and respond to you.
- ▶ Think about **background noise** - if it's noisy and there's lots going on your child may find it harder to listen to you.
- ▶ Try some **listening games** like going for a listening walk (inside or outside) to see what you can hear. You can take pictures of all these things and try to make the sounds.
- ▶ **Be a listener** and show them how to do it. You can also talk about it (e.g. 'we have to use our ears', 'we have to look at the person talking'). If you're listening you're usually at your child's eye level, watching what they're doing and listening to what they're saying.

Nursery ready - Physical strength

- ▶ The NHS advises at least an hour of exercise a day for children between five and eighteen years old, and three hours for a child under five.
- ▶ Core strength and stability comes before fine motor skills
- ▶ Local Parks
- ▶ Climbing, trim trails, tumble tots

- ▶ These activities are great for helping their physical development and understanding of the world.

- ▶ Giving time and space for energetic play helps children to gain confidence.

Nursery Ready- Toileting

- ▶ We expect children to be able to go to the **toilet independently**.
- ▶ We understand that accidents occasionally happen. If it does, we will clean and change your child and place soiled clothing in a bag for you.
- ▶ If it is a severe soiling and we cannot get your child clean i.e. they need a bath and/or if we think there is a tummy upset, we will call you.
- ▶ We also understand that occasionally a child may need helping wiping their bottom. Please do practice this now, so they are competent by September.
- ▶ Remember to put children in clothes that they can easily remove for toileting.

Time spent by adults changing and wiping detracts from daily play and learning.

Good bedtime habits and quality sleep

1. Playtime - It can be helpful to allow your child to have a certain amount (say 30 minutes) of playtime before the bedtime routine begins. You can give periodic warnings about how much time is left so that they know what is expected of them.

2. Supper time - warm milk and cereal are a good sleep inducer. Avoid fizzy drinks as these have caffeine in them.

3. A warm bubble bath - This is a great time to chat about your child's day so that you can ease any worries before bedtime. Also the heat is likely to make them feel sleepy. Avoid taking your child back downstairs or to the living area as they are more likely to avoid bedtime.

4. Storytime - When it comes to putting your child to bed, try reading to them a story of their choice; this will make it seem like they are in control of their own bedtime routine.

Absenteeism

- ▶ Although it is not a statutory requirement we do track it
- ▶ Please inform school if you are booking a holiday in term time
- ▶ Need to inform school for each absence
- ▶ Sessions missed effect learning and progress
- ▶ Good attendance contributes to consistency and supports school readiness

Clothing

- ▶ Easy to pull up and down for the toilet!
- ▶ Messy play is a must in the early years, so don't make it your best gear!



Routine of the day

Register

Talk time

Play - free flow

Phase 1 Letters and Sounds

Play

Number play

Tidy

Milk

Stories and songs

Home time routines



Sickness

- ▶ If your child shows signs of Covid 19 please inform the school immediately and refer to current government guidelines.
- ▶ 48 hours - sickness and diahoerrea
- ▶ Chicken pox
- ▶ Colds
- ▶ Advice sheets



Allergies and medical information

- ▶ Please inform us and keep us updated!
- ▶ Medical policy

Change of personal details

- ▶ Please let us know immediately



Access to Nursery

- ▶ Westwood Road - at the back of school. If we have to change it to the front of school we will give you notice.
- ▶ Safeguarding - a member of the team will be by the nursery gate to greet you. The nursery gate will be locked ten minutes after the session start time. If you are late please access the nursery by using the main school entrance. You will need to sign your child into school.
- ▶ If you are concerned about an unknown person - let the Nursery Team know.

Session start and finish time

- ▶ Please be prompt for pick up
- ▶ Named person- please let the nursery staff know if it is someone different who is collecting your child.
- ▶ Let us know if it changes that day by phoning school and informing the office staff.
- ▶ Full days need lunch boxes

Pre-school Enforced Closure

The school may have to close due to a lack of water, electricity or extreme weather conditions. We will let you know via..

▶ Text

or

▶ Facebook

A Healthy School

- ▶ Your child will be offered fruit or vegetables for snacks.
- ▶ Your child needs to bring in drinking water in a bottle to school everyday.
- ▶ Your child is entitled to free school milk until they are 5. The children sit down at the tables and have either a drink of milk or water.



Behaviour management

- ▶ Rules and expectations are made clear to every child.
- ▶ Verbal praise and stickers - a positive approach.
- ▶ Traffic light board with names and faces used daily.
- ▶ Children are supported to talk through what happened why and how we feel and fix.
- ▶ Children understand repercussions.
- ▶ We will speak to parents individually about specific issues.
- ▶ This begins the process for School readiness



The Early Years Foundation Stage (EYFS)

Key Features

3 PRIME AREAS

Personal, Social and Emotional development

Communication and language

Physical development

4 Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Early Learning Goals (ELG)

- ▶ There are 17 ELGs
- ▶ We will report on key features of these pertinent to your child at Parents Evening (March) and at the end of the year in a written report.
- ▶ Please find the EYFS Learning Journey in the nursery transition folder.
- ▶ Your child will be working on this document until they finish their reception year.

Completion of Induction pack

- ▶ Please make sure that you complete all of the paperwork you have been sent in your pack. The relevant documentation is required for verification purposes. This needs to be submitted to the Office staff in September during the first week of school, when you will come for your stay and play sessions.