

# *Welcome to Croyland Nursery School*

Croyland Nursery School has been on its present site in Croyland Road since it was opened in 1942. We share the site with Croyland Primary School.

We aim to respond to the needs of families in the Wellingborough area for access to high quality early years education and care.

In September 2015 Wellingborough Nursery Schools Federation was formed for the two Nursery Schools in Wellingborough. Croyland Nursery School and Highfield Nursery School form the federation, with both Schools retaining their individual School status.

The Schools are managed by an Executive Headteacher, Senior Leadership Team and one Governing Body.



We continue to build on Croyland Nursery School's well-established foundations and principles, developed through more than 70 years experience and training. This has been recognised by Ofsted, the body responsible for inspecting early year's education and care settings.

*By working in partnership with parents, we aim to provide a stimulating, challenging environment which is a warm, friendly extension of home, where children and adults can explore, have fun, play, talk and learn together, developing as happy, confident and independent individuals within our community.*

**Address:**

Croyland Nursery School  
Croyland Road  
Wellingborough  
NN8 2AX

Tel: 01933 279681

**Times****3 hour sessions**

Morning 8.30-11.30am  
Afternoon 12.40-3.40pm  
Monday- Thursday

**Extended services:**

8am-1pm  
1pm-6pm  
8am-6pm  
Monday-Friday

**Waiting list:**

Parents can put a child's name on the waiting list for a place when they are born. You will be given a number on the waiting list. We ask that you inform us

### *Welcome to your Nursery*

We hope that you will very soon feel that you and your child belong here, know and understand what Nursery is about and enjoy the experiences which we invite you to share with us. This booklet gives you a brief insight into your Nursery, information we think will be useful for you.

Please feel that myself and the whole staff are always here for you if you would like to talk about your child, or Nursery, to ask any questions or discuss any problems.

*Lyndsey Barnett*

### *How we Work*

We believe that children's well-being comes first. When they feel safe, secure and happy, children are confident, ready to explore, play and learn. We work hard to ensure that the Nursery is attractive, stimulating, friendly and welcoming to all who work and play in it.

### How do we achieve this?

- We aim to build responsive and respectful relationships with children and their families and members of the community.
- We acknowledge that parents are the children's first and primary educators and work closely with them to build on learning experiences.
- Each child is in the care of a keyworker in the Nursery, who is able to provide consistency of care and a relationship of trust with the family.
- We seek to provide a rich, challenging and carefully structured curriculum, which meets the needs of the children and provides for their optimum intellectual, emotional, social, moral and physical development and promotes their well-being.
- In providing play based activities and resources, we work hard to reflect the interests, cultures and images of all our children.
- We aim to utilise all the resources within the nursery in order to address the individual needs of the children and their families and ensure equality of opportunity for all. This includes the specialised resources and staff which are provided to meet the needs of identified children with specific speech and language difficulties.



### *Safety is a priority*

We ensure that strict controls are kept on access to the Nursery. Only persons authorised by parents are permitted to collect children.

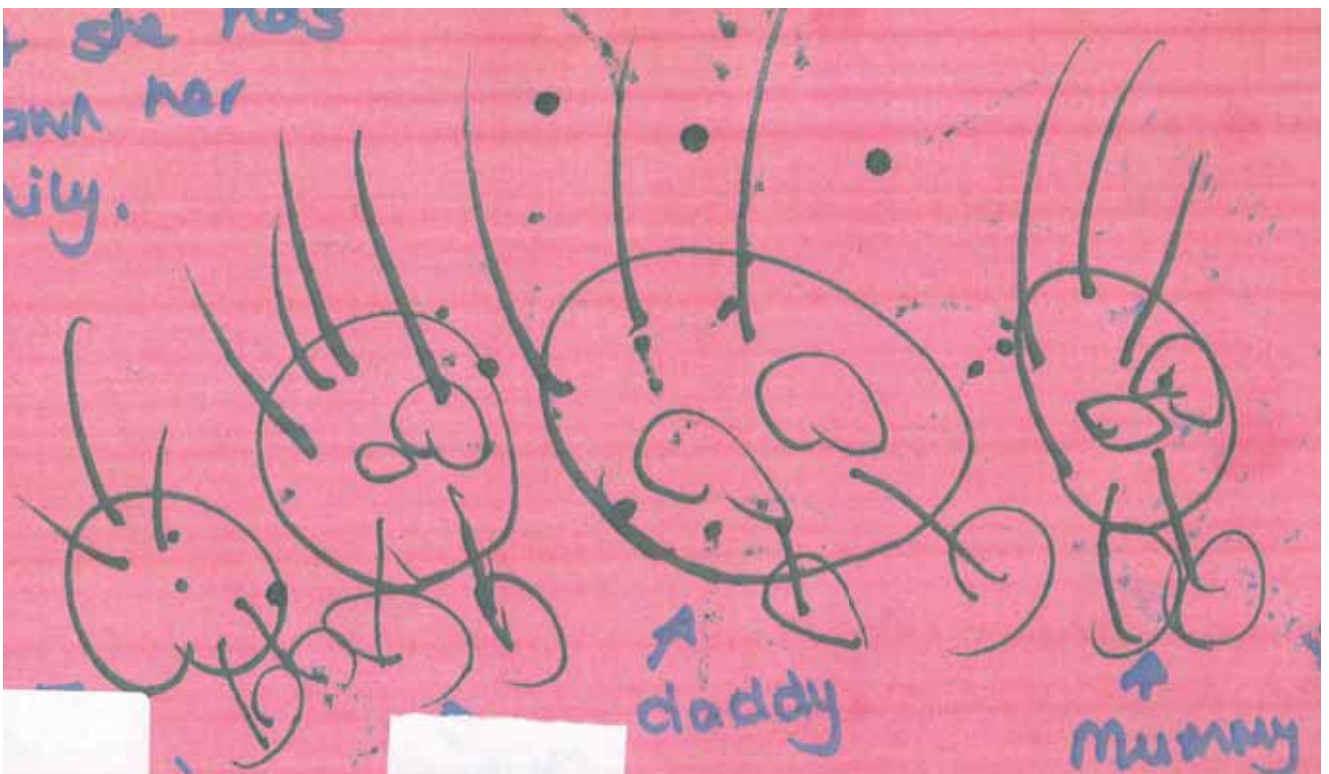
Qualified First Aiders are based in all areas of the nursery.

Health and Safety legislation is strictly adhered to and procedures are monitored by the Health and Safety Committee.

### *Communication is important*

Communication is essential to the learning process, through facial expression, gesture and talk. The adults aim for a sensitive approach, becoming involved through observing, participating, commenting or questioning appropriately in order to extend children's learning and development. They can then help the children to organise knowledge and experiences or to predict.

***'Achievement is outstanding and all children make excellent progress in their communication and language, physical development and personal, social and emotional development.'*** Ofsted Jan 2015



### *How do we provide for families?*

Our large School is organised to fulfil the needs of families in this area within an integrated setting.

We aim to provide families with access to high-quality, affordable care and education for children aged 2-4 and we are open all year round, from 8:00am to 6:00pm. Some families choose to access only the free part-time places for 2-3 or 3-4 year olds, which are offered from Monday to Thursday 48 weeks of the year. For families who need additional hours or a full-time Nursery placement for their child, there is a schedule of fees which can be obtained from the office.

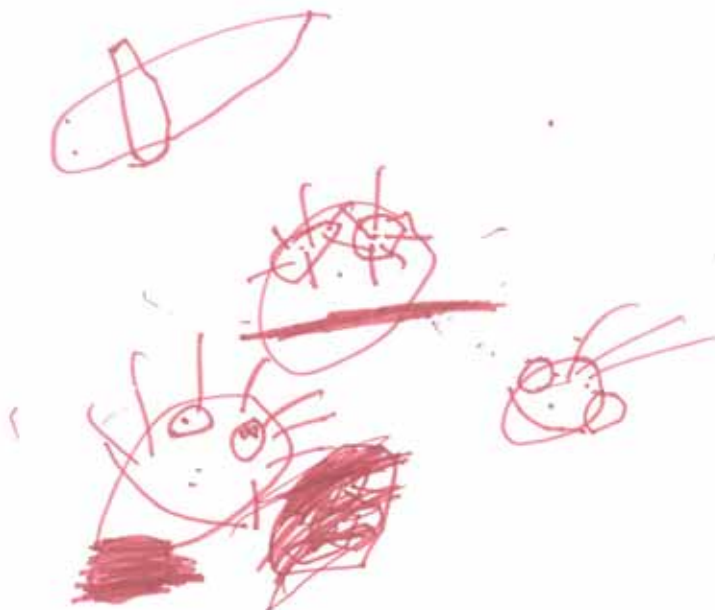
Across the whole School, staff work with a very wide range of other organisations and other professionals to provide well-co-ordinated services for families.

### *About the Nursery itself*

Croyland Nursery School is situated on a large site, shared with Croyland Primary School. It is entirely single storey and has wheelchair access.

We aim to provide a safe, stimulating and well-regulated environment. The Health and Safety Committee make regular inspections of the accommodation.

We are registered with Ofsted as a School and comply with current legislation concerning the care and education of young children.



## *Right from the start.....*

Nursery experience is often a child's first venture alone into the larger world outside the family and home. What children experience and learn in Nursery can create strong and lasting foundations on which to build in later life, so we believe it is essential that these first experiences are of the highest quality. By working in true partnership with parents we aim to provide a stimulating, challenging environment which is warm, friendly extension of home, where children and adults can explore, have fun, play, talk and learn together, developing as happy, confident and independent individuals within their community.

The school is very spacious with several extensive outdoor areas, which enable children to extend their physical skills and learn about the natural world. There are covered play areas and children have access to outdoor play every day throughout the year.

***'The Nursery is always a hive of purposeful activity, and the curriculum is broad and varied. Staff plan activities very carefully to reflect children's interests and to promote their achievement, regularly evaluating how well things have gone. The rooms used by two-year olds and three- to four-year olds are rich with toys, books and equipment to stimulate their interest.'*** Ofsted- January 2015





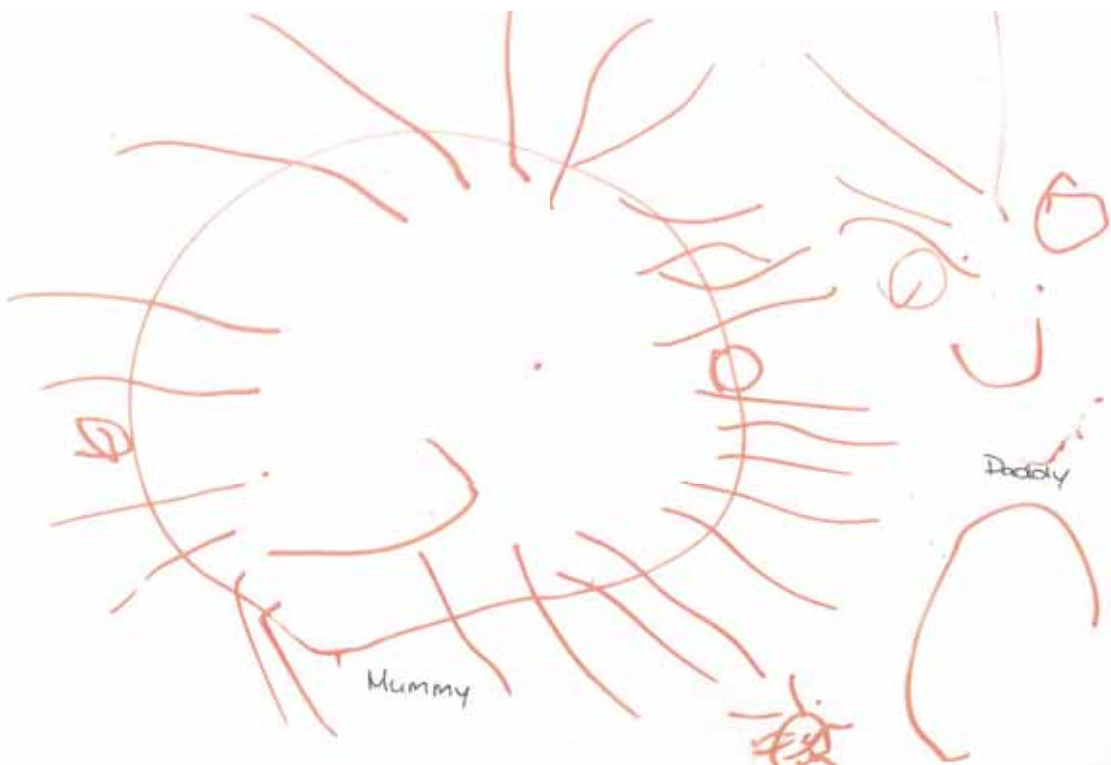
The base areas for children aged 2-3 and for those aged 3-4 are arranged to offer a full and rich curriculum for the children: their social play, their imaginative play, their scientific, technological and mathematical development, their language and literacy development and their musical and creative development. We aim to work closely with parents to provide a continuity of care for the children, so that rest or sleep patterns, especially for the younger children, reflect those established at home. We try to work together with parents to share information about the children's learning and achievements and also through major development stages, such as toilet training.

### *Comings and Goings*

At first, Nursery may seem a very big, strange place to your young child. Please be patient and be prepared to stay for as long as you and the staff feel necessary. Children only learn when they feel happy and relaxed.

Time spent on really settling in, is time well invested for your child's security and confidence. Once your children are settled a quick definite 'goodbye' is best, but please reassure them that you will be back soon to see what they have been doing, and explain what you will be doing whilst they are at Nursery. It is really important to collect your children on time- searching the sea of faces for your mum or dad, nan or grandad, and finding no-one can be really upsetting when you are young.

Please ensure that your children are brought right into Nursery and you have registered them with their key worker. Please ensure they are collected by adults that they know and who are known to us. You must inform us if someone new is picking up and set up a password system.





## *Just playing?*

A high quality Nursery education is about much more than colours and shapes, numbers and letters. It is about learning to be independent, confident, strong and curious. It is about developing children's natural joy and wonder at the world they live in.

It is about having positive attitudes, forming positive relationships and believing in yourself. If children can learn to 'have a go', learn from mistakes and try again, they will succeed in their future learning.

Young children learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating- in other words playing.

Play is children's work and playing hard is very tiring. Your children may be really exhausted and perhaps a bit grumpy when they come home-please make allowances. You will want to know what your child has been doing for the morning or afternoon.

***'Children's spiritual, moral, social and cultural development is outstanding. Staff create an environment where children quickly grow in confidence and know that they are valued as individuals. They develop curiosity about the world around them, and show respect and care for one another. The School promotes British values very well: all the children learn the importance of tolerance for people who are different from themselves and join in celebrating a wide range of cultures.'*** Ofsted- January 2015

## *What did you do at nursery today?*

'Don't no- nothing-just playing?' are common replies! Sometimes children make something, draw or paint, so you can see what they have done. Often their play has nothing to show for it, the learning is invisible. Whatever they have done please do not compare your child with anyone else or put them under any pressure to make something for you.

## The Nursery Curriculum

So, what have they really been doing and how will they learn if they are 'just playing'?

Young children learn from everything around them- the people, the environment, the atmosphere, the routine, the experiences. All of these elements of the Nursery make up 'the nursery curriculum'. All aspects of children's growth and development are woven together, but it is interesting to look at the different areas of learning separately to understand how your children learn.

Planning for all the children's learning is according to the recommended curriculum appropriate to the children's age.

All curriculum planning is done in accordance with the Early Years Foundation Stage requirements for children aged from birth to five years.

These divide the Foundation Stage curriculum into seven areas of learning: Personal, Social and Emotional Development; Communication and Language, physical development, Maths, Literacy, Understanding of the World and Expressive Arts.



## *Personal, social and emotional development*

Is about

- Forming meaningful relationships with other children and adults
- Having respects for other people
- Being an individual and also belonging to a community
- Being able to express and cope with your feelings and emotions.
- Becoming independent and helping others
- Being able to make choices and taking responsibility
- Developing sense of fairness, what is right and wrong
- Understanding appropriate behaviour
- Respecting and being able to empathise with others
- Having feelings of wonder and joy
- Sharing and celebrating festivals, traditions and special occasions.

## *Communication and Language*

Is about:

- Being able to express your opinions and make your own choices
- Listening and responding to the views and ideas of others
- Developing expressive language based on experiences and interests
- Talking, listening, discussing and recalling experiences



## *Creative Development*

Is about

- Representing and communicating your ideas and feelings in a variety of ways e/g music, dance, language, role play and imagination
- Expressing yourself through a wide range of media e.g paint, clay, drawing, 3D materials
- Experiencing and enjoying beauty
- Imagination, expressing and creating
- Having original ideas and thoughts

## *Literacy:*

Is about:

- Enjoying stories- sharing books with others, telling stories and making them up
- Learning to recognise sounds in the environment, maybe some letter sounds, names, logo's and symbols around them.
- Believing in yourself as a reader and writer and developing the skills to become one.

## *Maths:*

Is about:

- Appreciating pattern and relationships
- Logical thinking
- Exploring and comparing shapes and quantities, height etc
- Finding ways to solves mathematical problems e.g. estimating, measuring
- Learning to use and understand mathematical language
- Understanding and using numbers



## *Physical development*

### **Is about:**

- Developing confidence and independence through achievement
- Learning to use tools competently
- Learning co-ordination and control building confidence, stamina, energy and strength
- Learning to move in a variety of ways
- Expressing your feelings through movement
- Developing mark making to express feelings, thoughts and ideas

## *Understanding the world*

### **Is about:**

- Exploring the local environment
- Finding out about the past
- Developing and understanding of traveling to other places, distance and maps
- Using technology for a range of purposes
- Making models in a variety of ways
- Planning, making and designing things
- Exploring and solving problems

You will find more information about the curriculum areas in the Nursery Corridor in the 3-4's and in the 2-3's. You are more than welcome to borrow the folders to read.

## *Towards independence*

Playing can be very messy business- please dress your child in 'play clothes' children do wear aprons but accidents can happen.

Please clearly name any items of clothing which your child is likely to take off at Nursery Encourage your children to dress and undress even though it will take a little longer, especially taking off their coats, hanging them up and putting them on.

If your child needs to be changed for any reason and comes home in nursery clothes we could appreciate them being returned as soon as possible.

## *Planning for learning Opportunities*

Staff plan learning experiences for the children, ensuring that a balance of opportunities is available so that each child has the learning opportunities to develop to his or her maximum potential.

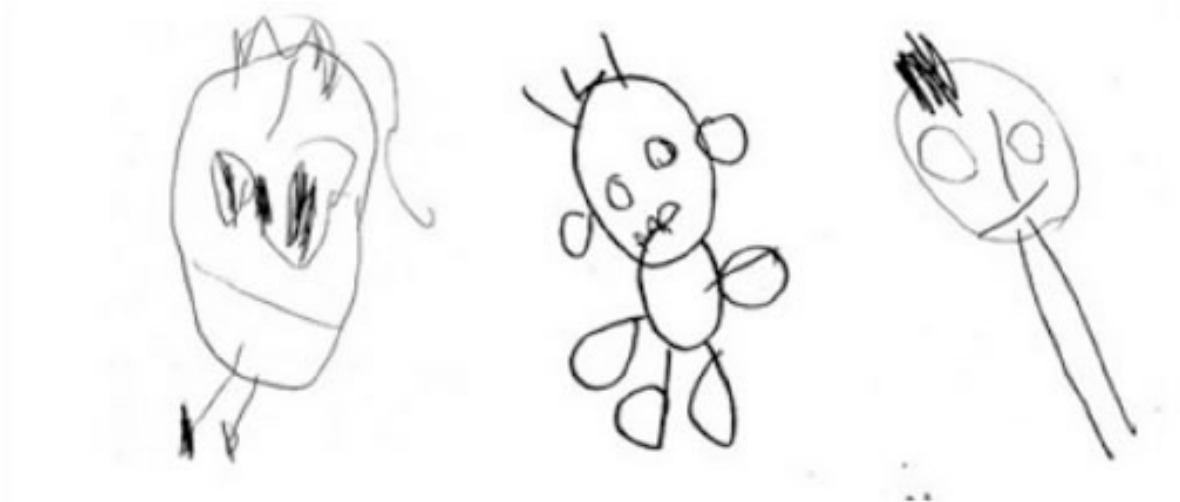
The planning cycle is carried out yearly, termly, half-termly, weekly and daily. This means that we can ensure that we provide for both general and specific needs in a comprehensive yet flexible way.

For instance, we may follow a half-termly theme which corresponds with that the children are likely to be interested in at different times of the year, e.g. growing plants in the Spring months.

Our plans are always displayed for you to see and details are provided in regular newsletters.

We share our plans with the children on a termly basis, asking them their views about what they would like to explore further. We use their record books as way of them communicating with us their current interests.

We will also ask you regularly about your child's current interests and ideas you have for learning experiences at Nursery.



## *Partnerships*

When your children come to Nursery School we build on the foundation which you have laid and will continue to develop at home within your family.

You are the most important people in your children's lives and always will be, so we need your help to ensure that your children progress and achieve success in reaching their potential. Once your children are really settled at Nursery, we hope you will be able to stay and help from time to time. Parents and other carers are always welcome in Nursery at any time. You can help in many different ways- talking with the children, joining activities and sharing books with them. You could also help with accompanying us on visits into the community or even jobs around the Nursery- whatever suits you is great for us.

The partnership between the family and nursery staff is crucial to children's happiness and development.

***'The School works in very close partnership with parents. Parents are fully involved in their children's assessment and they have opportunities to attend workshops to find out how to contribute to their children's learning.'*** Ofsted- January 2015



***Learning is an all day, every day***

We have lots of ways for sharing and extending children's learning, making it a two-way, home school, continuous experience.

Nursery Lending Library:

You can borrow books from the School library. You will be helped to sign books in and out. We give you a special library bag to keep your books in.



### *Parent booklets:*

Throughout the year we will kindly ask you to complete a parent booklet about your child's learning and development. This is to help us plan the next steps in your child's development and learning. Your child's keyworkers or teachers would be more than happy to help you with completing these.

Children's development graphs.

Each term we will give you a copy of your child's development graph. This will show you the progress your child is making at Nursery. Please ask a staff member to explain this to you.

### *Healthy Living:*

We feel that it is important to promote a healthy lifestyle right from the start. We encourage children to play outdoors with lots of opportunities to develop their bodies and their minds. Each session the children are offered a healthy snack. We also do lots of cooking and baking for special interests and occasions.

### *Outdoor Play*

Playing outdoors is essential for young children, not just for their growing bodies but for the development of their minds too. Outdoors they have opportunities for investigation, exploration, for creative experiences, for working together in imaginative play, for sharing and co-operation. We have waterproof suits and wellies so that weather is never a problem.

***'The covered outdoor classroom and the two gardens provide children with a wealth of learning opportunities, and are used extremely well to support children's development.'***  
***Oftsed- January 2015***

### *Illness*

If children are not well they are better off at home. If you are not sure please check with staff. Please let us know if your child will not be at Nursery. We have to record and report attendance of your child to Local Authority. If the case of 'tummy upset' it is vital that children stay at home for at least 48 hours.

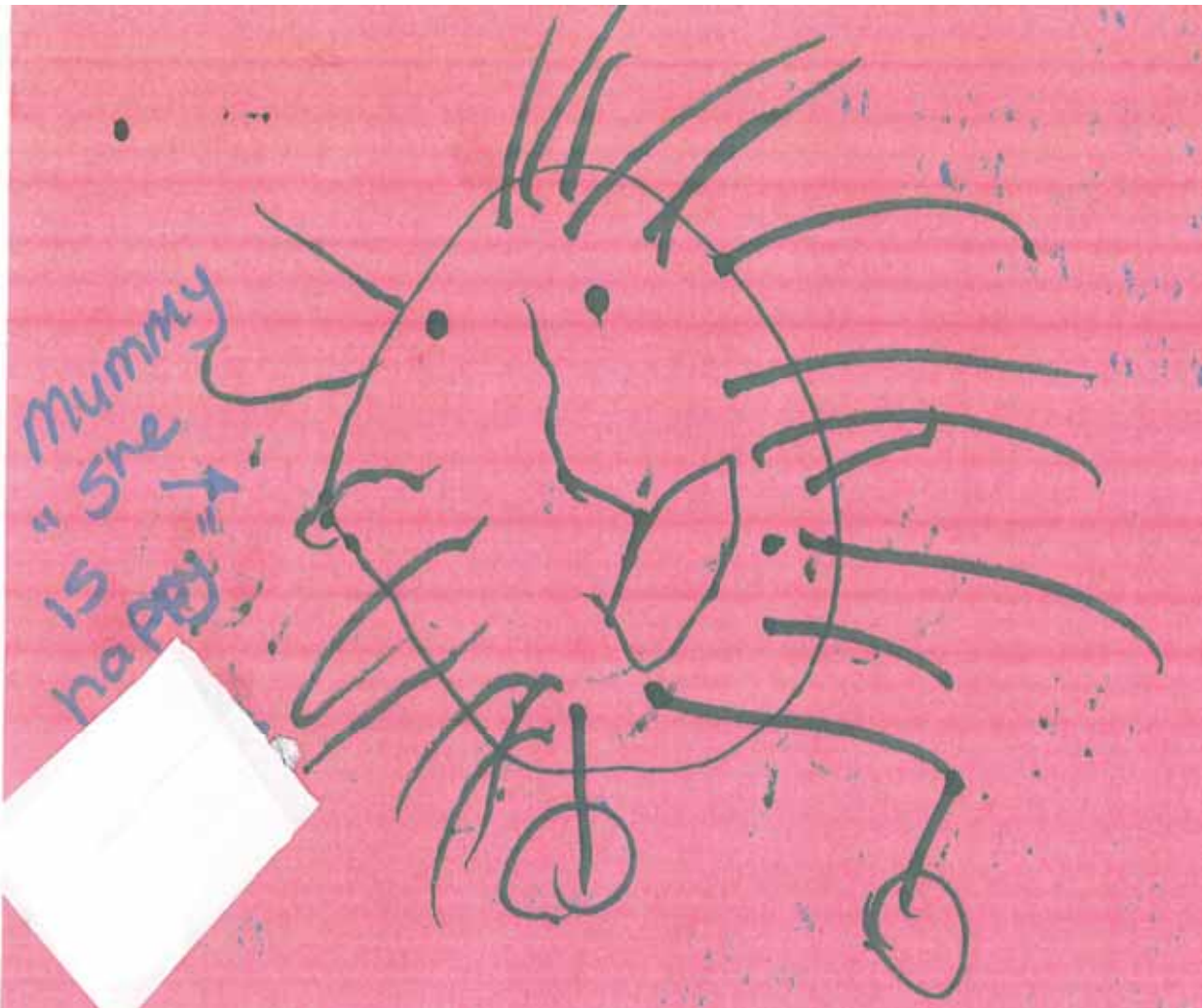
### *Medicines*

As a general rule, children who have been prescribed medicines e.g. antibiotics are recovering from an illness and are not well enough to be at Nursery. We therefore do not give medicine to children. Please do not hesitate to discuss any illnesses or treatment with staff.

## *Children who may need extra support*

Children who need special educational support, perhaps related to physical mobility, sensory difficulties such as hearing impairment or communication difficulties, have individual education plans to develop their skills. There is a leaflet with information about our special educational needs provision.

Through getting to know every child, we can ensure equality of access to the whole curriculum.



## *A Learning Community*

### **The Staff**

The Nursery staff team is led by qualified teachers and Early Years staff and all staff continue to further their professional knowledge and update their skills.

Specialist staff work with children to help them overcome speech and language difficulties.

Staff are experienced in helping children with a range of Special Educational Needs.

***“Together, the staff and governors make a formidable team as advocates for the children”.***

***- Ofsted Inspection January 2012***

### **Continually working to build on our expertise**

The Nursery has been involved in research projects, both local and national. Governors and staff of the School attend training events.

### **Building a Learning Community**

We work hard to establish good working relationships with other professionals involved with our children and their families.

Students from local Schools and Colleges train in the Nursery, alongside the staff.

The School offers a range of parent workshops and events about children’s learning and development or to update knowledge and skills.



## *Leadership and Governance*

The Governing Body has overall responsibility for the running of the Nursery. Parents have elected representatives on the Governing Body who can be approached if you wish to discuss matters relating to the Nursery.

Responsibility for the day-to-day management of the Nursery rests with the Headteacher and, in their absence the management team- Assistant Head or Special Needs Co-ordinator.

The Governing Body: 2015-16

Staff: Lyndsey Barnett- Executive Head teacher  
Caroline Richardson- Non teaching  
Jo Newman- SENCO

LA Stephen Dunkley- Chair

Parent Scott Fitzsimmons  
Cynthia Bouchard

Community Karen Dunn  
Mark Ryan

Co-opted Carol Kirby  
Catherine James Oliver  
Rachel Spence

Associate Johanna Putman- Assistant Head  
Katie Buchanan- Assistant Head

## *Language Provision*

The Nursery has a provision for helping some children who have difficulties with speech and language.

They are identified by the Language Teacher who completes assessments through play experiences.

The children are fully integrated into Nursery life and benefit from the special support provided by the Language Teacher and qualified Early Years Staff.



### *Children's Records of Development*

Each child has a Developmental Record which is brought to your house on the home visit. We welcome the contributions that parents and carers make to their child's record throughout his or her time at Nursery. The Nursery will build on your valuable early work with your child and will want to continue to involve you in the learning process. The record will include recorded observations, photographs and examples or photocopies of your child's work.

The recorded observations enable us to recognise your child's interests and preferred patterns of learning. We draw on this information to enable us to intervene sensitively and purposefully in your child's learning. The records are kept in the Nursery and are updated by staff to show you the progress that is being made. You may see them at any time. Just let us know if you are taking your child's record home.

When the time comes for your child to start Primary School, we compile a summary of his or their achievements for the next Teacher.

We hope that your child's Nursery Record will be a treasured document for you to keep.

### *Links*

The Nursery is very much at the heart of the community and enjoys working together with other groups to benefit the children and families locally. We work closely with local shops and business, with other schools and Early Years Providers in the area and with Health and Social Services provision. We work in close partnership with the Children's Centres in Wellingborough.

***'The School is a unifying force in the local neighbourhood and is equally welcoming to children and families from all backgrounds.'* -Ofsted January 2015**

## *Senior Family Worker*

Jodie Godwin is the Schools Family Support Worker and is available for all families. Jodie can support families with a range of needs including, toileting, sleep issues, routines, eating, housing and money. Jodie also plans a wide range of parent workshops and events for parents. This can include Adult Learning, craft sessions and children's learning.

## *Safeguarding*

***'The School has exceptionally thorough methods for safeguarding and protecting the children. Rigorous checks make sure children are kept safe, and staff work in close partnership with other agencies and families where children are at possible risk.'*** *Oftsed January 2016*

### **"Safeguarding is everyone's responsibility"**

We take child protection issues extremely seriously; at all times we consider the protection and safety of the children in our care. Child protection issues are always dealt with swiftly and appropriately, following procedures. All staff have attended child protection training and are familiar with the correct procedures.

At Croyland Nursery, we follow the Child Protection procedures for the Northamptonshire Safeguarding Children Board, "Working Together to Safeguard Children 2015" and Northamptonshire "Thresholds and Pathways" document. It may be helpful for you to know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including non-accidental injury, neglect, emotional or sexual abuse. We are encouraged to take the approach that where there are grounds for concern we should be over-cautious and seek advice, rather than to risk a child's safety. Occasionally, this duty placed on staff means that a concern is passed on which is later shown to be unfounded. It is hoped that parent/carers will appreciate how difficult it is for schools to carry out this delicate responsibility and accept that the staff member was acting in good faith and in the best interests of all children.

### **Designated Safeguarding Leads for Child Protection are:**

Lyndsey Barnett- Executive Head teacher, Jo Newman- SENCO, Johanna Putman- Assistant Head teacher, Jodie Godwin- Senior Family Worker.

### **Safeguarding Governor is:**

Karen Dunn

If you have concerns regarding children's safety and protection, it is essential that you contact one of the Designated Safeguarding Leads.

All School staff, Governors and volunteers have to have Disclosure and Barring Service checks. A record called the Single Central Record records all these as well as other safeguarding and identity checks. It also lists date of training attended.