

Lyon Park Primary School

Nursery Handbook 2023-2024



Telephone Number: 020 8902 5454

Email: admin@lyonpark.brent.sch.uk

Website: www.lyonparkprimaryschool.co.uk

Twitter: @Lyonparkprimary

Welcome to Lyon Park School

Starting nursery is an important time for your child and family and their experiences help to shape the person they will become in later years. We believe that nursery is the foundation upon which they will build the rest of their lives in terms of physical, intellectual, emotional and social development and well-being. This booklet will provide you with all the necessary information that you need to help support your child's induction into the school.

The nursery offers 78 part-time places, 39 in the morning and 39 in the afternoon. Children can attend five morning or afternoon sessions a week. The pastoral care of the children is key to us; we want every child to look forward to coming into school and to regard it as a safe, happy and exciting place to be. Our curriculum is one, which offers children the opportunity to be inquisitive, explore and develop skills of independence.

We look forward to welcoming your child as they begin their exciting learning adventure.

Ms T K Bhambra

Headteacher



The Nursery Team

We have an experienced nursery team at Lyon Park Primary School which consists of one teacher and two nursery nurses per session. Your child will be allocated a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting and to build positive relationships with the child and their parents/ carers. Your child's key person will also observe your child's learning to plan for their next steps and ensure they make good progress. Your child's key person is a point of contact for information sharing, questions and working in partnership.

Starting Nursery

Before each child starts nursery, parents/ carers and children are invited to meet their key person. During this meeting, your child's key person will ask some questions about your child's family, interests and experiences and you will have the opportunity to ask any questions you may have.

Children need to feel happy and secure before they can learn. At Lyon Park, we stagger our intake so we can support small groups of children to settle quickly. Your child's first day will be a short session, this will help your child become familiar with the nursery and their key person before they stay for the full session the following day. We understand that this may not suit all children and if your child finds it difficult to settle, your child's key person will discuss an alternative arrangement with you.

Session Times

Morning session: 8.45am - 11.45am

Afternoon session: 12.45pm - 3.45pm

It is important that you arrive on time, the nursery gates will be locked 10 minutes after the start of the session. Please also arrive on-time to collect your child. A child can become anxious if they feel that they have been left behind. If you are going to be late through unforeseen circumstances, please telephone the school to let us know.

The entrance to the nursery is on Mount Pleasant. Please note that there is no access to the nursery through the main school entrance on Vincent Road during the start of the afternoon session.

Collection

You will be asked to give the details of named adults who can collect your child. We will not allow an unknown adult to collect your child. If you send someone new to collect your child, please ring the school office to inform them with details of their full name and relationship to the child.

Travelling to Nursery

We do not have the facility to store bikes or scooters so if your child chooses to ride to nursery, you will have to take it back with you. Travelling to nursery by pram is not suitable for young children as this hinders their physical development.

Absence and Illness

Good attendance and punctuality is essential for your child's development and progress. If your child is absent from nursery, you are required to telephone the school office on the first morning of the absence and on subsequent days by 9:15am for a morning session and 12:30pm for an afternoon session. Absences which are not satisfactorily explained will be deemed unauthorised. Holidays in term time **will not** be authorised. If your child is persistently absent from nursery they may lose their place.

Medical Needs

It is important that the school is aware of all medical needs and has the correct medication for your child. Please share this information with your child's key person and ensure you have informed the school office. If your child requires medication e.g. an asthma inhaler, they will not be able to start nursery until you provide us with the correct medication.

Special Educational Needs and Disabilities

Lyon Park is an inclusive school, if you are concerned about your child's development or feel they will require additional support at nursery, please contact our SENDCo, Mrs Mistry or Assistant Headteacher, Ms Gallagher before your child starts.

Accidents

All accidents are recorded in our accident book. If your child is involved in an accident, we will explain what happened when you collect your child.

Behaviour

Children are encouraged to take responsibility for their own behaviour. They are taught basic rules and expectations. A 'Going for Gold' chart is used so pupils have a visual representation of their behaviour. If a child breaks a rule, an adult will speak to them and a reflection time may be given. If the behaviour persists, we will inform you and appreciate your support in working together to resolve negative behaviours.

What Your Child Will Need

Uniform

Our uniform consists of a:

- White polo shirt
- Navy jogging bottoms
- Navy school sweatshirt
- Black shoes, preferably with a Velcro fastening



Other

- School book bag
- Water bottle
- Waterproof coat
- Wellington boots



Please ensure all your child's belongings are labelled with their name. Items with the school logo can be purchased at Rumbles Uniform Shop, 598 High Road, Wembley.

Spare Clothing

Each child must bring a set of spare clothes, including underwear and socks, in a drawstring bag to school with them everyday just in case they need to change their clothing. If your child is not toilet trained, you will need to provide more than one set of clothing. Please ensure your child's bag is clearly labelled with their name.

Jewellery

Small studs may be worn if your child's ears are pierced. For health and safety reasons, no other types of jewellery should be worn. If you wish your child to wear jewellery for religious reasons, please write to the Headteacher who will make a decision taking into account the tenets of the specific religion, and the health and safety considerations.

Learning at Nursery

The Early Years Foundation Stage (EYFS) lays the foundation of all future learning. We seek to provide a secure foundation through planning for the learning and development for each child, and assessing and reviewing what they have learned regularly. Children learn best through playing and exploring and are encouraged to become independent learners through a balance of child initiated and adult led activities.

There are seven areas of learning and development that shape our teaching and learning. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Building secure foundations in the prime areas are particularly important in nursery. We also support children's learning in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Educational Programmes (Statutory framework for the early years foundation stage)

Over the next two years, your child will follow the educational programme set out below.

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. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Helping your child get ready for nursery

There are many different ways you can support your child's learning before they start nursery:

- Toilet train your child and teach them how to wash their hands
- Sing nursery rhymes and songs with your child
- Read to your child and take them to the local library
- Talk about numbers you see when you are out and about e.g. bus and door numbers
- Try cutting and sticking activities
- Encourage them to play with other children
- Cook/bake together
- Play outdoors and go to a park
- Extend your child's vocabulary by talking about things that you see and do
- Complete jigsaw puzzles
- Play games together
- Give your child opportunities to draw and practise mark making skills

Further ideas and activities can be found at:

www.bbc.co.uk/tiny-happy-people/

www.booktrust.org.uk/books-and-reading/have-some-fun/