

Boldmere Infant and Nursery School

Prospectus



Our Vision

Boldmere Infant & Nursery School empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical and mental wellbeing.

Our Values

Boldmere Schools have embraced six core values; respect kindness, honesty, co-operation, appreciation, honesty and resilience. We pride ourselves in valuing every individual for who they are and what they contribute to our school community. Values-based education at our school supports the spiritual, moral, social and cultural development of every pupil throughout the school. We expect that all our members of the school community maintain and uphold the following core values chosen by our children, staff and families; Respect, Kindness, Appreciation, Resilience, Co-operation, and Honesty.

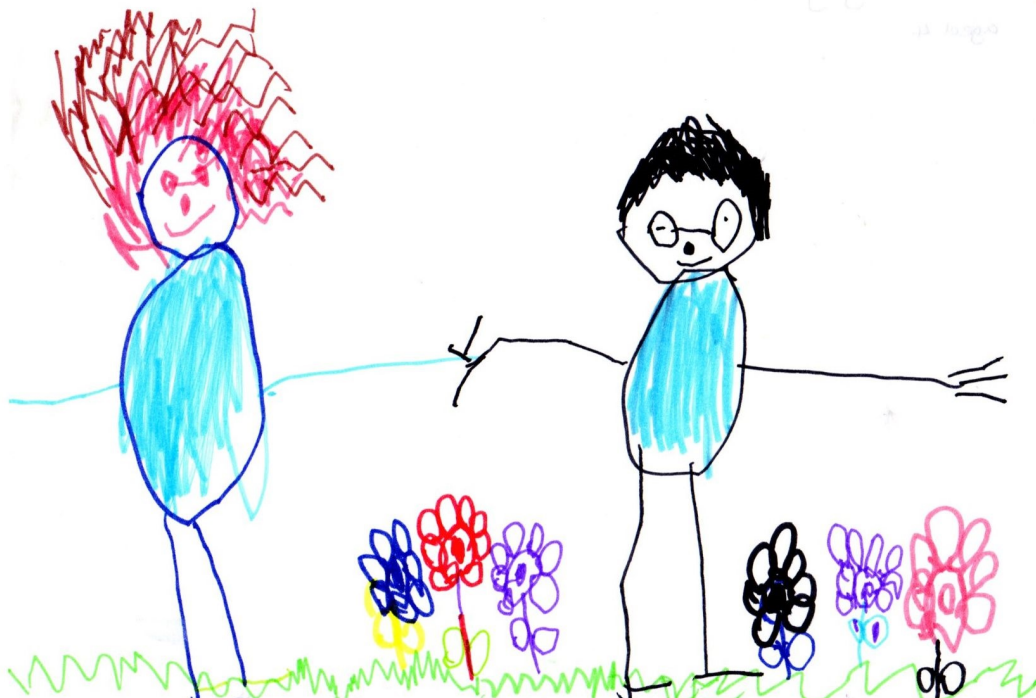
Our Nursery Ethos

Children are at the centre of everything we do.

The Nursery celebrates children as individuals, who have a natural curiosity and thirst for knowledge. We acknowledge that they learn best through the practical experiences of experimentation and structured play– based activities both inside and outside the classroom.

We aim to provide a happy, safe, secure and stimulating learning environment. We want children to feel confident and able to speak and socialise with their peers and adults, communicating effectively and showing respect for others.

We aim to encourage children as active independent learners, supporting and fuelling their enthusiasm so that they can maximise their learning and achieve their personal best.



(drawn by Martha aged 4)

The Nursery Team Welcomes You



**Mrs Rawson,
Teacher**



**Mrs Illidge,
Teacher**



**Mrs McDonald
Teaching Assistant**



**Mrs Davies,
Teaching Assistant**

School Senior Leadership team



**Mr C Glasgow
Executive Head teacher**



**Mrs S Kenny
Head of School**



**Mrs Mason
Assistant Head Teacher**

Teaching and Learning in Boldmere Nursery

Children in Nursery and Reception work towards the Early Learning Goals in the Foundation Stage Curriculum. It is a curriculum for three to five year olds and consists of three prime aspects and four specific areas of learning.

Areas of Learning

The three **prime areas** of learning are:

- Personal, Social and Emotional Development
- Communication
- Physical Development



In addition to these three prime areas of learning, there are four **specific areas**:

- Literacy
- Mathematics,
- Understanding the World,
- Expressive Arts



The Characteristics of Effective Learning

We are aware that children learn in different ways so we ensure that the playful opportunities we provide across the prime and specific areas of learning and development also foster the characteristics of effective early learning:

- Playing and exploring
- Active learning
- Creating and thinking critically



The Early Years Foundation Stage

Personal, social and emotional development

One of the main aspects of your child's time at nursery will be a focus on their personal, social and emotional development. They will be encouraged to develop positive relationships, to play with a variety of friends and to understand the feelings of others. There will be opportunities to build confidence and self-awareness, and also to manage their feelings and behaviour.

Communication

Communication is a key area of your child's learning in nursery. They will spend lots of time sharing rhymes, songs, stories and playing games to develop their speaking and listening skills. They will be encouraged to learn to listen carefully, to develop concentration, to respond to questions and instructions, to share ideas and experiences and to take part in conversations.

Physical development

Your child will be given lots of opportunities to move in different ways, for example, running, jumping, balancing and playing with balls. Another important aspect of physical development at this stage is learning to hold and use tools, such as scissors, and also to use pencils and pens to draw lines and shapes. Your child will also begin to understand how to look after themselves and be healthy.

In addition to these three prime aspects of learning, there are four specific areas:

Literacy

The 'Communication' section above outlines some activities to develop speaking and listening skills. In addition to sharing lots of stories, your child will probably be encouraged to handle and look at books independently and to begin to learn about how stories are structured. There will be opportunities for your child to recognise their own name. Your child will be encouraged to draw, paint and make to develop control and hand-eye co-ordination. They may begin to learn to copy the letters in their name.

Mathematics

At nursery, your child will be given many opportunities to explore numbers and shapes in their play. For example, they may be encouraged to count objects they are playing with and to compare two groups of objects. They will begin to represent numbers using their fingers, marks on paper or pictures.

Understanding the world

Your child will learn about the world around them and they will be encouraged to use simple technology and equipment.

Expressive arts

Imagination and creativity are explored and developed in the area of expressive arts. Your child will explore different media and materials and be encouraged to use their imagination in a range of different experiences.

How do activities link to the Foundation Stage Curriculum

The activities in Nursery are planned to cover specific areas of learning and development within the Foundation Stage curriculum. The following is an example of the areas covered in a typical cooking activity. There is more to it than you might think!

Communication, Language and Literacy

- use of new vocabulary: mix, melt
- reading a recipe and matching the words to labels on food
- writing their name on a label for their cake
- speaking and listening to others and expressing ideas

Personal, Social and Emotional Development

- co-operating with other group members to produce an end product
- chatting with friends
- concentrating carefully to weigh out to get exact amounts
- solving practical problems like separating an egg
- selecting resources, which spoons and bowls to use
- personal hygiene - washing hands
- taking turns to mix
- sharing out the mixture
- using equipment correctly and safely, tidying away
- enjoying the activity

Physical Development

- development of fine motor skills in using a range of small equipment to mix and weigh out ingredients



Understanding of the World

- talking about cooking at home
- discussing the origin of the ingredients
- what kind of shops were they bought from?
- thinking about how appliances work, using appropriate technology
- selecting materials for cutting, mixing, whisking, stirring
- exploring the change of state of the mixture before and after baking

"I didn't realise you could learn so much from making a cake!"

Mathematics

- using mathematical language of shape, position, size and quantity
- decorating the cake with patterns
- comparing weights of ingredients
- sorting cutlery
- one-to-one correspondence - placing one cherry on one cake
- follow the sequence of a recipe
- counting cake cases
- using numbers to ten in spoonful's and weights
- awareness of addition and subtraction - how many more spoonful's of flour do we need?
- how many cake cases will we fill?

Expressive Arts and Design

- exploring the colour, texture, shape and form of the mixture
- responding to the taste, smell, touch and sight of the cake before and after baking

Teaching and Learning

Teaching and learning in Nursery ensures that the opportunities to explore key skills within the seven areas are provided through an enabling, exciting and supportive environment. Our indoor and outdoor provision facilitates child-initiated play allowing children to explore, problem solve, be creative, interact, negotiate and investigate.

Observation of children in their play, by all adults including parents, supports the curriculum and informs next steps in the children's learning.

Cross-curricular opportunities are skilfully planned to enable children to maximise on learning together with the opportunity to learn and develop new skills.

Assessment

During the Nursery year, children are assessed using the **Foundation Stage Profile**. The assessments take place during normal class activities when the children are observed by the class teacher and teaching assistants. Evidence is collected in a child's "Learning Journey", and these are available for parents to access online, at various points throughout the year.



Typical Day in Nursery

Morning Session

- 08:30** Gate to Nursery playground opens
- 08:30 - 08:55** Children arrive, self register and choose where to play indoors.
- 09:05** Whole class teaching time on the mat (this is much shorter at the beginning of the year)
- 09:25** Free flow (children can usually choose to play indoors or outdoors)
- 10:50** Tidy up time
- 11.00** Story time and fruit
- 11.20 - 11.30** Children are collected (gate locked at 11.30am)

Afternoon Session

- 12:30** Gate to Nursery playground opens
- 12:30 - 12:55** Children arrive, self register and choose where to play indoors
- 13:05** Whole class teaching time on the mat (this is much shorter at the beginning of the year)
- 13:25** Free flow (children can usually choose to play indoors or outdoors)
- 14:50** Tidy up time
- 15:00** Story time and fruit
- 15:20 - 15:30** Children are collected (gate locked at 15:30am)

Information for Parents

Indoor Clothing

School uniform is not compulsory but you may wish to consider the following items which are comfortable and available from local shops and supermarkets:

- school sweatshirt / navy blue jumper or cardigan
- soft cotton light blue polo shirt
- navy joggers or leggings

All clothing should be easily managed (no tights, no laces on shoes or belts on trousers please). We have an expectation that all children attending Nursery wear underwear (and not nappies) and are able to use the toilet independently.

Outdoor Clothing

We play outside whatever the weather! Your child will need:

- a waterproof coat with a hood
- a pair of wellies to stay in school

Please help your child to practise putting these on and taking them off by themselves to encourage independence. Please name all items of clothing. Thank you.

Independence

At Nursery we learn how to tidy up and look after our own things. We leave our own toys safe at home. We wear clothes that are easy to take on and off and we can use the toilet by ourselves.

Tissues

Please supply a box of tissues each term for general use in the Nursery. Thank you.

Rewards

When we have tried our best we can choose a sticker and sometimes we do special activities when we've worked hard.

Illness

Children suffering from sickness and/or diarrhoea should be kept at home for at least 24 hours after the symptoms have cleared. Absence from Nursery should be explained in a brief note when your child returns. If your child has been prescribed medicine it is advisable to keep him/her at home. A copy of the school's 'Medicines' policy is available on request.

Accidents

If your child has a minor injury at school the staff will attend to the injury and will complete an accident form for you to sign. For head injuries staff will send a note home and the child will be issued with a 'bumped head sticker'.

Inhalers

If your child suffers from asthma and requires an inhaler in school, please take it to the school office with appropriate instructions for use.

Information for Parents

Child Protection Procedures

Our first concern at all times is the safety and well-being of the children in our care. We are required to follow recommended procedures for the reporting of suspected child abuse. Where a child's personal safety is concerned we may have to consult outside agencies as a legal responsibility **before** we consult a parent.



Designated Safeguarding Lead (DSL) is Mrs Kenny -Head of School.



Deputy Designated Safeguarding Lead (DSL) is Mrs Mason– Assistant Head teacher



Deputy Designated Safeguarding Lead (DSL) is Mrs Beesley– Class teacher and Assessment Lead



Deputy Designated Safeguarding Lead (DSL) is Mrs Jones– SENDco

GDPR and Privacy Notice

A copy of our Privacy policy, identifying how we use pupil, parents and staff information, is available on our school website: www.boldmere.bham.sch.uk.

School Term Dates 2021– 2022

Autumn Term 2021

Thursday 2nd September to Friday 22nd October 2021

Half term

Monday 25th October to Friday 29th October 2021

Monday 1st November to Friday 17th December 2021

Spring Term 2022

Tuesday 4th January to Friday 18th February 2022

Half term

Monday 21st February to Friday 25th February 2022

Monday 28th February to Friday 8th April 2022

Summer Term 2022

Monday 25th April– Friday 27th May 2022

Half term

Monday 30th May to Friday 3rd June 2022

Monday 6th June to Friday 22nd July 2022

Activities which help children prepare for Nursery

Below are some suggested activities which can support you in preparing your child for Nursery.

Children do not need to be able to do all of these things, so please do not worry if they are finding certain things difficult.

Independent Skills

- Put my coat on and do my zip up
- Use the toilet independently
- Wash hands
- Put my socks on
- Put my shoes on
- Use scissors to cut lines and simple shapes
- Get dressed by myself
- Recognise my name



Maths activities

- Count objects e.g. stairs
- Find objects with numbers on and name them
- Go on a shape hunt
- Who is the tallest/shortest?
- Can you find something longer than a chosen object
- Sort your toys into different groups – big/small, heavy/light or by colour
- Baking a cake – weighing ingredients
- Playing in the bath – capacity – using language full and empty

Reading and pre- writing activities

- Enjoy listening to stories
- Sing Nursery Rhymes and clap to the beat
- Find rhyming pairs – bat/cat etc.
- Sound walk
- Write your first name
- Draw pictures of your family member



Gross and Fine motor skill activities

- Physical activities e.g. trampoline, balance bike
- Jumping and hopping
- Use pegs for the washing line
- Playdough with tools
- Cutting
- Craft activities e.g. stickers, painting, colouring
- Threading e.g. beads onto a pipe cleaner or piece of ribbon

