

St Paul's Catholic Primary School

We educate the whole child!



Welcoming and inclusive, our school family encourage one another to love, grow, share, learn and achieve highly to experience success in life.

We empower our children to be resilient and happy, and to know that they can be anything they want to be.

Nursery
2022-2023

Mission Statement

**“In Him we live and move and have our being”
Acts 17**

This school is an overtly Catholic community of faith. It bears witness to the Gospel values of mutual respect, love, forgiveness, hope and the development of the gifts and abilities which each one of us has. The mutual active support of staff, children, parents and governors is needed to put these values into practice in the day to day living of the school

Our Early Years Vision

The vision of the Early Years Foundation Stage within St Paul’s Catholic Primary School is to provide all children with a safe and stimulating environment that builds on their wants, needs and interests.

We are committed to giving our children the best possible start to their school life teaching those skills that ensure their well-being confidence and happiness combines with a love for learning

Welcome to our Nursery



Hello we are

Mrs Williams

Miss McCue

We are looking forward to working with you and your child in their formative early years

Welcome to St Paul's Nursery

St Paul's Nursery would like to extend a warm welcome to you and your family. We provide a safe, happy and nurturing environment for your child as they begin their learning journey with us. We look forward to sharing your child's journey of discovery and learning with you as we endeavor to develop a close working partnership to support your child's learning. We believe that young children are unique individuals who have the right to be motivated, independent and successful learners. We aim to achieve this through a balance of play based and adult input, active learning and planned rich contexts that connect with children's interests, all supported by highly skilled adults who nurture and facilitate learning. This booklet aims to provide you with information on the Early Years curriculum and the structure of the nursery.



Nursery Aims

- To maintain our focus on the unique child and create respectful relationships with families; we recognise that parents and carers are their child's first educators.
- To provide adults in the setting who value and nurture children's curiosity, creativity and desire to make sense of the world, giving time for their thoughts and ideas, and value to their work, their conversations and their feelings across the learning environments.
- To recognise and value children's capabilities so that they develop confidence, independence and self-esteem to challenge and extend their thinking and learning.



- To provide a well- planned, motivating and versatile learning environment, which supports children as active learners, provoking their interest and linking indoors with outdoors.
- To offer children a balance of child initiated and adult led provision that is relevant and challenging and which motivates and inspires.

- To offer children a wide range of learning experiences which acknowledge the diversity of learning styles and builds on their understanding and exploration of the world.
- To support the children in continuing to the next phase of their education with enthusiasm and confidence,



In nursery, we follow the Statutory Framework for the Early Years Foundation Stage which sets the expectations for learning, development and care for children from birth to five. In addition, as a nursery with a Christian ethos we also help our children to begin to understand and appreciate their value and uniqueness, the wonder and mystery of life. God creates each person in love, in his own image and likeness. Living in thanksgiving, acknowledges God who knows and loves each person.



The Framework is divided into 3 sections:

1. Characteristics of Effective Learning
2. Three 'Prime Areas of Learning'
3. Four 'Specific areas of Learning'

Characteristics of Effective Learning

The characteristics of effective learning - how we learn - underpins the Early Years Foundation Stage. The ways in which children engage with others and their environment – playing and exploring, active learning and creating and thinking critically – support the children to remain effective and motivated learners.

Playing and exploring, which is about finding out and exploring, playing with what they know and being willing to 'have a go'.

Active Learning, which is about being involved and concentrating, persevering and enjoying achieving what they set out to do.

Creating and thinking critically, which is about having their own ideas, making links and choosing ways to do things.

To help children understand about how they can develop effective learning behaviours we actively encourage children to use their previous knowledge and understanding, we engage with their play extending and introducing new skills. Learning skills include:

Being independent
Being Creative
Being Reflective

Persevering
Being Adventurous

Concentrating
Co-operation



The framework also describes the seven areas of learning that are divided into Prime and specific areas. These “must be implemented through planned, purposeful play”.

Prime Areas

Personal, Social and Emotional Development, which is about making relationships and getting along with other children and adults, having confidence and self-awareness, and being able to manage their feelings and behaviour.

Communication and Language, which is about developing good listening and attention skills, to have good understanding and also speak and express themselves clearly.

Physical Development, which is about large and small movements in a variety of ways, having good control and co-ordination, handling different tools and equipment well. It also covers health and self-care, looking at ways to keep healthy and safe.



Specific Areas

Literacy, which is about stories, rhymes, books and reading, and also mark making and writing.

Mathematics, which looks at numbers, counting, shape, space and measure.

Understanding the World, which is about people and communities and helps children understand about the world they live in, including ICT.

Expressive Arts and Design, which develops different forms of expression, exploring music, dance and song, encouraging children to be creative in all respects. It also focuses on media and materials, imaginative and pretend play.



Before Your Child Starts Nursery

As part of our induction process parents are invited to the nursery with your child to meet staff, other parents and children. During this informal visit, Mrs. Williams will provide you with information about nursery and you will be able to discuss the sessions, set-up, routine and activities in the nursery. The children will have a look around the setting and sample some of the activities we offer. You will be given the opportunity to ask questions and raise any concerns you may have.



On Starting Nursery

Parents are welcomed into the nursery. Please feel that you can settle your child before you leave if you think it is necessary. You may wish to assist your child in finding their coat peg and placing school bag in their tray. Please appreciate however that it is important that the session continues with little disruption, therefore if you could arrive on time it would be appreciated. During your child's first term we will begin to compile an individual nursery profile. This profile will be developed during your child's time in nursery and continue into Reception Class. It will give staff an indication of your child's capabilities and will be carried out in an informal and enjoyable way.



Self-Registration

As well as having their own name peg in the cloakroom and their the children are encouraged self register. This begins the process of them recognising their own name and promotes a sense of belonging to the nursery.



Our Learning Environment

- We recognise that the environment plays a significant role in supporting children's learning and development and so our indoor and outdoor spaces are designed to promote high levels of involvement and deep level learning.
 - Well-planned, high quality continuous provision provides the children with familiar and consistent areas and resources that are open-ended and flexible, promoting all aspects of learning and development.
 - We provide stimulating and challenging enhancements that give children new experiences and support new learning.
 - To enable children to participate in "risky freedoms" we ensure that both adults and children are involved in processes of assessing risk/benefit.
 - Our environments are created to reflect and respond to children's predictable and specific needs and interests
 - Our daily routines are flexible and a key teaching strategy to embed learning.
- They are designed to provide sufficient time for children to become engrossed in self-initiated activity.

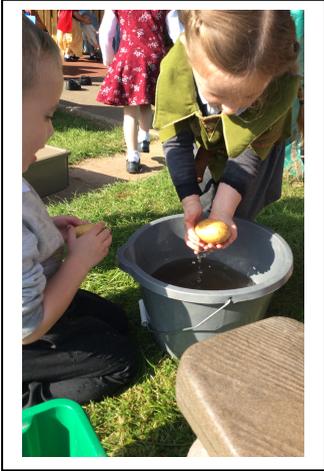


Continuous Provision

Our learning environment is organised into areas of **continuous provision** providing the children with opportunities for child initiated learning both indoors and outdoors. Our Continuous Provision enables ongoing learning opportunities with flexibility regarding:

- resources and enhancements added,
- ideas for scaffolding/moving children on dependent on individuals,
- what practitioners should observe and assess
- examples of key vocabulary.

We recognise that young children do not necessarily learn in a linear way and plan to deliver a broad and balanced curriculum that touches on all aspects across the year, based on the observations of children's play and what their interests are. This appears in the weekly enhancements to the continuous provision, as well as in the adult-led focus and group-time work.



Nursery Staff

Mrs. Williams and Miss. McCue are fulltime members of staff who have a good understanding of child development, support children's autonomy, and are reflective and evaluative.

We are sensitive to children's needs and facilitate skillful adult-child interactions focusing on extending thinking, broadening communication and introducing challenge.

Our warm, nurturing, authentic approach enables positive relationships between children and their families which is a priority to us.

Throughout your child's time in nursery we will use observational assessment effectively to be responsive to the children's needs and interests ensuring that all children make progress from their starting points. We ensure to utilise a range of strategies to ensure that their teaching is developmentally appropriate, varied and stimulating. We realise the importance of modelling skills, learning behaviours and high expectations.

We nurture children's natural curiosity, joyfulness and intrinsic creativity as powerful motivators across all areas of learning and development.

Parental Involvement

We are committed to partnerships with families to provide every possible opportunity for our children to become confident communicators, to be socially competent, to have positive well-being and to develop the necessary physical skills to embed present learning to springboard into future learning.

We work closely with you in providing and facilitating learning. On starting Nursery you will be provided with an online code to access Seesaw – our online learning platform where we share children's learning from both Nursery and home. Children choose a library book each week and you can scribe your child's retell/favourite part, your child may wish to draw a picture. We will send home nursery rhymes, mathematic activities and in the summer term some letter sounds relevant to learning in nursery, your support in these activities is important to your child's progress.

Each term we run exciting stay and play sessions for parents to visit during a nursery session and work with their child in the setting, these are as much fun for the adults as they are for the children. We also host stay and pray sessions where parents come to share collective worship with us.



Safeguarding

The children's safety is paramount. We have systems in place to protect all children therefore we ask that you co-operate with nursery protocol. During school times, all gates are locked with access to the building through the main gate on Wolviston Mill Lane. At the beginning and end of nursery sessions the gate on Thames Road is opened for 15 minutes allowing nursery parents and carers to drop off and collect children. Please ensure all gates are closed when entering or leaving the premises, especially the spring loaded gate on entrance/exit to nursery garden. If you arrive after the gates are locked please go to the main entrance of the school. A copy of the school's Safeguarding Policy is available on the school website and a paper copy of the policy is available on request. We ask you to remain outside nursery doors/cloakroom at the end of a session until we call your child to be collected.

Picking up your Child

Please complete relevant paperwork which is enclosed in your nursery pack, and return to nursery, this provides us with a record of who is collecting your child on which day. If this changes, we ask that you inform the nursery staff as soon as possible. If you expect to arrive late to pick up your child for any reason please inform the school by telephone

Absence from Nursery

Although attendance is not statutory, you must inform the school by telephone if your child is absent. If you intend to take your child out of nursery during term time please ensure you complete a "Leave of Absence" request form. Good attendance at Nursery helps to develop routines and relationships. It also ensures that learning and social skills develop with consistency.



Clothing

Although uniform is not compulsory in nursery some parents choose for their child to wear a school sweatshirt. We ask that children come in clothing that won't cause any distress if it gets messy, therefore 'practical' clothing please. Aprons are provided but are not always effective. We would like children to manage clothing independently for toileting so please no belts, braces, dungarees. laces etc.. Yellow drawstring bags are available from the school office, we would like these to be left hung on your child's coat peg in school with a change of clothing in case of mishaps and a pair of black PE plimsols for indoor PE. We have PE each Tuesday in the school hall and your child will need a pair of school jogging trousers (winter) or red shorts (summer) and a yellow school PE T-shirt. These are available from Rawcliffes. On Tuesdays (PE) your child will be required to attend nursery in their PE kit ready for physical activity, we will support the children to change into their plimsols. Outdoor play involves running, riding, jumping and climbing therefore sensible clothing and footwear should be worn – no open toed sandals please. Our outdoor and indoor provision is equally accessed every day in all weather so please bring appropriate outdoor clothing, winter coats, raincoat, hat, mitts or on sunny days please ensure that your child is protected with sun cream and a sun hat. All clothing should be clearly labelled.



Pupil Information Forms/Emergency Contacts

Pupil information forms should be completed when your child enters nursery. Home, personal details, emergency contact numbers, medical information etc. must be updated regularly. The information on these forms is treated in the strictest confidence.

Medical Information

Please ensure the nursery staff are aware of any medical conditions your child may have. If your child has asthma please complete an asthma medication and consent form available from the school office. All staff who work in Nursery have a Pediatric First Aid qualification.

Equal Opportunities

In the nursery, we follow the school's Equality Policy, which is available on request.



Promoting Positive Behaviour

Each child is treated as an individual and each personality is respected as unique. In nursery we foster a kind and caring attitude towards each other forming respect for one another and things around us. We focus on positive behaviour giving acknowledgement and praise to reinforce desired actions. If a child exhibits undesired or disruptive behaviour we will talk to the child quietly and help them to develop the skills needed to manage situations which arise in the future. Encouragement to reflect on their actions to prevent reoccurring inappropriate behavior will happen occasionally. A copy of the school's Behaviour Policy is available on the school website.

Parents Evenings

Formal parents evening for the older nursery children are held in October and March/April using an appointments system. However, if at any time, you have any queries or concerns about your child's welfare or progress, please speak to us in nursery or contact school office to arrange an appointment.



Helping Your Child at Home

Maths

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure.



Mathematics is all around us and can be talked about and noticed in most daily activities, engage your child as often as possible in sharing and discussing what they notice. Ask questions, show an interest and involve them in as many routines as possible. Maths at this stage is about practically investigating, discovering and problem solving and use of mathematical vocabulary – which your child will engage in through play.

<p>Counting objects within the house This could be anything as simple as counting the cutlery in your drawer! How many stairs – count as you go up, is there the same number of stairs when you count them going down? How many blocks tall is your tower?</p>	<p>Recognising then Writing numbers 1-10 on paper Can they children recognise the numerals and order them? What numbers are on birthday cards? What numbers do they recognise on house doors?</p>	<p>Addition using objects found within your home If we have 5 spoons and 3 forks, how many do we have altogether? Include missing numbers e.g. I have 5 buttons. How many more do I need to make 10?</p>	<p>Subtraction using objects found within your home If we have 7 biscuits and I eat 2 how many biscuits are left? Sing songs and rhymes such as 5 little ducks and 5 green speckled frogs.</p>
<p>Subitising (recognising how many without counting) the amount of objects in a set How many candles are on the fireplace? How many plates are on the table? Etc How many socks/shoes do you need for your feet?</p>	<p>Looking for shapes in the environment Can you see the rectangle on the table? The square on the oven door? How many edges does the bookcase have? Can you name the 3D shape that your cereal box is? Look at shapes of street signs on a walk</p>	<p>Using positional and directional language Where is the teddy? On top, under, behind, in front of, next to. in between etc. Use directions to get from one room to another e.g. walk two steps forward, turn left...</p>	<p>Capacity Fill the bathtub and give them whichever containers you have at home (jugs, Tupperware). Encourage the language of full, nearly full, half full, nearly empty, empty. Will the water to fill this container fit into another container?</p>

<p>Time Create an 'at home' timetable together. What shall we do first? What shall we do next? What shall we do at the end of the day? Talk about days of the week remind your child of certain activities occur on certain days.</p>	<p>Money Empty your purse or money box. Learn the names of the different coins. Use 1p coins to count and add with. How many 1p coins make a 5p/2p/10p coin?</p>	<p>Patterns Use every day objects around the home to create patterns e.g. pen, fork, sock, pen, fork, sock. Can they continue and copy your pattern? Can they make their own pattern?</p>	<p>Length and height Find three objects from around the home. Can they order them from smallest to largest? Use your feet or hands to measure the length of items in your home (e.g. the sofa). How many feet or hands long is it?</p>
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In nursery we access Numberblocks as a learning aid to help children recognise numerals, formation and cardinality, it is an interactive programme which uses rhyme, actions and games to engage children. We will be sending Numberblock character cards home for you to share learning applied in nursery with your child.

Literacy

Literacy in nursery incorporates communication and language skills first and foremost....



TOP TIPS (Adapted from MESHGuides8 & The Communication Trust9)

- Value talk - Be an active listener, fully engage with what your child has to say and show you value their contribution.
- Wait, watch & wonder – children will often initiate conversation if given the time, pondering e.g. “I wonder” statements are less threatening than direct questions. Children are more relaxed and more likely to respond.
- Thinking time – young children need time (up to 11 seconds) to process before responding.
- Foster positive attachments with your child - If they feel safe and comfortable and know you care about them they are likely to want to communicate with you.

- Avoid asking too many questions – instead hold a conversation. When you do ask questions make these open and purposeful.

- Allow children to lead play and follow their interests – engaged, excited learners will want to tell you about their play and exploration.

- Follow interests - Talk about what your children are interested in. They will be more motivated to speak.

- Use commentary – model language through describing what children are doing.

- Use Gestures – in conjunction with spoken language to capture interest and support understanding.

- Repeat children’s language – using correct pronunciation and extending vocabulary sentences as appropriate.

- TV Time - If you let your child watch TV, watch it with them (as much as possible). This can spark conversation and provide new vocabulary.

- Quiet times - It’s really important to remember that children need quiet time where you turn off background noise and have time to focus on play.

- Use technology - Keep in touch with relatives or friends they are separated from at this time e.g. e-mail, send photos, video chat. Use it as an opportunity to ask your child what they might want to say.

- Explore photos - can your child remember the story behind the photo? See if you can find a similar photo of when you were young. Talk about the differences and similarities – this exercise is great for sharing real stories.

- Turn technology off - model putting your own devices to one side. Communication technology is part of our daily lives, but face-to-face conversations are rewarding and vital for developing speaking and listening skills.



The children will bring a library book home each week. As you do with books at home already, we hope you enjoy sharing the story with your child, talking about the pictures, listening to the story and lots of discussion about what happens. It would be beneficial for your child to join a library – Billingham has an easily accessible library with a vast variety of books to interest your child. We have adopted 'Read Write Inc' phonics which will be introduced in nursery, initially focusing on speaking and listening skills, new/extended vocabulary and sentence building. Story and rhyme time are intrinsic within nursery. Later children will begin to hear and recognise letter sounds. Please find a RWI information pamphlet in your welcome pack.

Each year we participate in World Nursery Rhyme Week and World Book Day we would encourage you and your child to sing, act out and make up rhymes to aid early reading.

Sharing books with your child

**“Children are made readers on the laps of their parents”
(Emilie Buchwald Children’s Author)**



The benefits of reading with your child

1 Children who read often and widely get better at it, after all, practising helps us to get better at things we do.

2 Reading exercises our brains and even helps to build new connections.

3 Reading improves concentration as children have to sit quietly to focus on the story. If they read regularly they develop the ability to do this for longer periods.

4 Reading teaches children about the world. They learn about people and places and events outside of their own experience.

5 Reading improves a child’s vocabulary and leads to highly developed language skills because children learn new words as they read but also unconsciously take on information about how to order and use words in different ways.

6 Reading develops imagination because our brain turns the

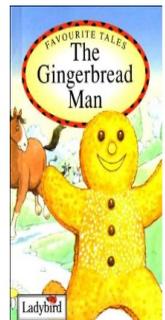
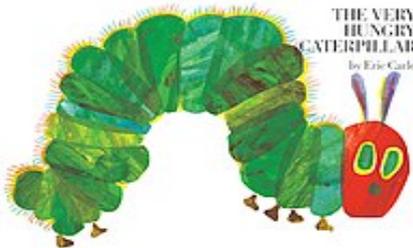
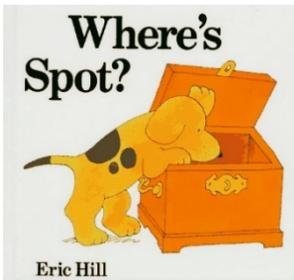
descriptions of people, places and events into pictures. Children also imagine how a character is feeling and how they might feel in the same situation.

7 Reading helps develop empathy as children imagine how a character is feeling.

8 Children who read do better at school across all subjects and all the way through school.

9 Reading is a great form of entertainment. A paperback or e-reader doesn't take up much space in a bag and can be read anywhere, on the bus, waiting at the doctor's, waiting for the doors to open at school in the morning.

10 Reading relaxes the body and calms the mind. The constant movement, flashing lights and noise which bombard our senses when we are watching TV, looking at a computer or playing an electronic game can be stressful.



“Reading aloud to children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read” Marilyn Jager Adams (Child development expert)

Early writing

The building blocks for writing are physical development, particularly fine motor skills. Before a child can hold a pencil, they need to develop strength and control in their hands. They also need to have developed self-confidence and the ability to persevere to attempt this new skill. Children need to gain confidence when beginning to create marks on paper. It is important that all attempts to write are encouraged by adults and in the early stages this may look like a 'scribble' which the child assigns meaning to by calling it a 'list' or 'writing'.



Children will be more likely to make marks and attempt to write letters if they see adults regularly writing too, rather than typing. Writing does not need to be on paper to be worthwhile and it is often better for their confidence to start encouraging them to form the shapes of letters in less permanent ways such as the air, using their finger to trace through materials or using a paintbrush with water. In nursery we develop early writing skills by participating in squiggle while you wiggle and dough disco, please enable your child access to malleable materials at home to develop fine motor skills ready for writing.



Applying for a school place

During the year you will receive a copy of the current year's School Admissions Policy with a reply slip confirming you have read and understood the policy. The policy clearly states that admission to the nursery at St. Paul's does not guarantee admission to the school. Applications must be made through the Local Authority by applying online at www.stockton.gov.uk/schooladmissions alternatively you can complete a paper copy of the Common Application form and return to the Local Authority. All forms must be returned by the closing date set by the Local Authority. If your child has his/her birthday between the 1st September and the last day of August of the following year, they will enter the Reception class in the September before their 5th birthday.

On Starting School

If your child has been allocated a place in St Paul's School a programme of transition will allow your child to visit the Reception Class on several occasions. There will be an opportunity for parents and children to stay for lunch and sample school meals. Opportunities will be available for parents to meet additional Early Years staff who teach in the Reception class. Information on each child will be passed from nursery to the school to ensure continuity and progression



General Information

St Paul's Catholic School Nursery

Wolviston Mill
Lane Billingham
TS22 5LU

Telephone: 01642 360022
Email: office@stpauls.bhcet.org.uk
Website: <https://stpauls.bhcet.org.uk>

Staff

Headteacher: Mrs S Sinclair
Foundation Stage Leader: Mrs Cooke
Nursery Teachers: Mrs Williams
Support Staff: Miss McCue

Nursery Times

Morning Session: 8.30am – 11.30am
Afternoon Session: 12.15pm – 3.15pm

