

Flatts Nursery School & Day-care



Ashworth Green Dewsbury WF13 2SU

Telephone 01924 456771

Email: office.flatts@kirkleeseducation.uk

Website: www.flattsnurseryschool.co.uk

Prospectus

Establishing Effective Partnerships
with Parents and Carers

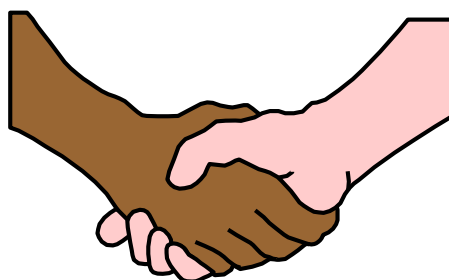


Welcome to Flatts Nursery School & Day-care
Ashworth Green,
Dewsbury,
WF13 2SU

Phone no. 01924 456771

Website address www.flattsnurseryschool.co.uk

Headteacher Mrs. Julie Helm M.Ed, NPQICL



- Since September 2008 all parents of 3 and 4 year olds are entitled to 15 hours of free nursery education provision per week. Therefore:

The morning Nursery School session will begin at 9am and end at 12pm.
The afternoon Nursery School session will begin at 12pm and end at 3pm

- Since April 2013 parents of 2 year olds who meet certain criteria are entitled to 15 hours of free nursery provision per week. This is offered 9am to 12pm or 12pm to 3pm also.
- The setting also provides additional services - Please ask for the Day-care Enrolment form as well as the "What's on this term" leaflet. Day-care 'Outstanding' Ofsted January 2015.
- **Early Years Pupil Premium** - Since April 2015 the government has funded Nursery School children who are eligible. Please refer to our website for further details. Your details will be requested in order to check eligibility via Kirklees.

Flatts Nursery School & Day-care

Flatts Nursery School was purpose built in 1951 to serve the needs of a densely populated area. Narrow streets of back-to-back housing contrasted with large Victorian terraced and detached properties. Time has moved on. The larger Victorian houses are still with us, but the smaller back-to-back housing has been replaced by a council development of neat modern houses, flats and a residential home for the elderly. Consequently, many of our families now come from a wider area and have further to travel.

The nursery school offers 60 places to children of three and four years at both morning and afternoon sessions, thus catering for one hundred and twenty children in the course of each day. English is an additional language for approximately 72% of our children.

All children are members of a pastoral group identified by a colour. Staff in nursery are qualified professionals holding teaching or nursery nursing qualifications or equivalent. Regular in-service training is undertaken by all members of staff in order to keep abreast of current thinking and legislation in the Early Years.

The organisation of the school is based on a child-centred, integrated, self-managing approach to education. Child initiated and adult led play activities are seen as vital in facilitating the learning and development of the young child. Resources are freely available in order that children may make choices about their activity thus enabling them to become independent, autonomous learners. Each child is assigned a Key Person.

- The Key Person's role is to help ensure that each child's learning and care is tailored to meet their individual needs.
- Engage with and support parents and/or carers in guiding their child's development at home.
- Assess and Record children's development, their skills, strengths and weaknesses.
- Help families engage with more specialist support if appropriate.

Records on individual children's interests are kept by Key Persons and are freely available to parents / carers who are also encouraged to input into each child's Learning Journey record. A Summative record is sent to the child's Primary School teacher.

The Statutory Framework for The Early Years Foundation Stage curriculum (Birth to 5 years) published 03.03.17 aims to promote the physical, intellectual,

linguistic, emotional and social, spiritual, cultural and moral development of the child. In the Nursery we work throughout the Foundation Stage towards Early Learning Goals. These include 3 prime Areas of Learning; Personal, Social and Emotional Development, Communication and Language, and Physical Development. There are also 4 specific areas - Literacy, Mathematics, Understanding the World, Expressive arts and design.

We value parental support, participation and comments. Please feel welcome to approach any member of staff personally. The Nursery School also has a Complaints Procedure Policy.

The setting is used as a student training base for many courses including Teacher Training.

We have adopted the Kirklees Safeguarding Children Policy and Procedures. The named Safeguarding Children Co-ordinator is Julie Helm to whom any concerns should be directed. It is the policy of the school to pass on any concerns to Social Services should it be necessary.

The two named Safeguarding Coordinators are Julie Helm - Headteacher and Carol Callaghan - Deputy Day-care Manager.

After taking advice from the local Police regarding Safeguarding of your children we respectfully request that persons wearing hoodies, motorcycle helmets, the niqab and other items of clothing restricting full identification of the face please remove them when dropping off/collecting children and speaking to staff.

Parents of children at Flatts Nursery School & Day-care will be expected to support the school's online safety policy and will not deliberately post comments or upload any images, sounds or text that could upset offend any member of the school community or bring the school into disrepute.

Quality Assurance

We are committed to the highest standards of care and Education. In December 2014 OFSTED judged Flatts Nursery School 'Outstanding' and in January 2015 OFSTED also judged Day-care 'Outstanding'. Some staff have completed basic Forest School training.

- In Summer 2017 we were assessed and awarded the National Basic Skills in Literacy and Numeracy.
- Parenting Support Service - Quality Assured by Kirklees Council
- We were also awarded the Bronze Eco-Schools award in 2013 and the Silver in 2013-2014. We gained the Eco-School's Green Flag award in

- June 2015 and again in September 2017.
- Winner of The Kirklees Arthur Halliwell (Memorial) Sustainable Schools Award 2016
- Food hygiene rating - top score of 5
- 'The Huddersfield Daily Examiner' Nursery School of the Year Finalists - 2016

FLATTS NURSERY SCHOOL & DAY-CARE MISSION STATEMENT

In this setting education is about learners experiencing the joy of discovery through play, talk and first hand sensory experiences. Children will develop their self-confidence as learners and mature socially and emotionally. We will combine high standards with a broad, balanced and rich Early Years Foundation Stage curriculum in an environment which is welcoming, safe and stimulating.

Learning will be focused on individual children's needs and abilities and we will continue to develop assessment for learning, which enables knowledge about individuals to inform the way they are taught and learn.

All Practitioners will provide personalised learning and care to help children get the best possible start in life and support learners with diverse needs. We will give extra support to the learners that need it most.

We will drive our own improvement, set our own challenging targets and recognise that for the sake of our learners we can always do better.

We will build a partnership with parents by making sure that all families feel included, safe and valued. We will provide information about Early Years Education and weave the setting into the fabric of the local community.

As a link to Dewsbury Children's Centre we will provide information to families about services and activities such as healthcare and family learning, working in partnership with the Children's Centre Advisory Board and Local Authority 'Hubs'.

The headteacher will put into place effective systems for quality assurance and self evaluation, in order to promote high standards of behaviour by teaching positive behaviour to all learners.

WHAT ARE THE AIMS OF FLATTS NURSERY SCHOOL & DAY-CARE?

Aims:

1. To be an inclusive setting and to put into place the practice in all aspects of our work that ensures that all learners are given equality of opportunity and treated fairly.
2. To promote and achieve high standards for all by providing teaching and learning of the highest quality.
3. To treat learners as individuals and to differentiate teaching and learning to take account of their individual and special needs.
4. We aim to provide outstanding provision to meet learners' physical, cognitive, social, spiritual, moral and cultural needs.
5. We aim to provide outstanding provision to meet learners' care, safeguarding and welfare requirements.
6. To ensure that all learners benefit from a rich, broad, balanced Early Years Foundation Stage curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play.
7. Children's early development and learning is viewed as holistic in nature and all 7 Areas of Learning in the Early Years Foundation Stage are complementary and stand together. These will be central to our work.
8. To enliven and enrich the curriculum by visits, visitors, and extensive use of the environment.
9. To give responsibility to learners and develop their self-confidence by contributing to the community.
10. To make parents and the wider community equal partners with the school and to involve them in the evaluation of its success.
11. To build an ethos marked by a welcoming, friendly, bright and lively, happy place where learners feel secure. A place where good behaviour is expected and where learners enjoy growing up. To make this setting a place of enjoyment where success is celebrated.

We endeavour to meet our stated **aims** by seeing through the eyes of the children and families who use our setting. We regularly canvass their opinions and respond. We regularly monitor and evaluate the effectiveness of the Nursery's work.

The Children Act 2004 set out outcomes that are important to children:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieve economic well-being
- SMSC

ADMISSION INTO THE FREE EARLY EDUCATION PLACE

To apply for a place at the Nursery School please visit in person so that you can be shown around the provision on offer. If you then wish to register your child you will need to produce his/her birth certificate and fill in a registration form. You will then be contacted the term before your child is due to start and invited to make some visits with your child to help in the settling in process.

Eligibility

Children are entitled to a free nursery education place the term after their 3rd birthday, until they reach compulsory school age, (the term of their 5th birthday). Please see the table below.

If the child's 3rd birthday falls between:	He or she will become entitled to a free place from:
1 January and 31 March	1 April (or the start of the Summer term)
1 April and 31 August	1 September (or the start of the Autumn term)
1 September and 31 December	1 January (or the start of the Spring term)

The Entitlement

All 3 and 4-year-olds in England already get 15 hours a week, or 570 hours a year of free early education. If their parents are living and working in England, 3 and 4-year-olds may be entitled to 30 hours free childcare. An extra 570 hours of free childcare a year, so 1140 hours in total. 30 hours free childcare will be available from September 2017.

The eligibility criteria are the same as the ones for Tax-Free Childcare, except you can continue to get these types of support at the same time as 30 hours free childcare:

- tax credits
- Universal Credit
- childcare vouchers or salary sacrifice schemes
- childcare grants and bursaries

When you apply, you will be confirming that you need childcare so that you and your partner, if you have one, can work.

The HMRC website is now up and running for you to check whether or not you and your child fit the necessary criteria and therefore qualify for the 30 hours of free education and childcare per week term-time.

Please visit www.childcare.tax.service.gov.uk/ . You will need to enter your surname, date of birth and National Insurance number.

The 15 hours can be spread over a minimum of 3 days i.e Monday, Tuesday and Wednesday AM or Wednesday PM, Thursday and Friday.

Please speak to the headteacher about this option.

2 year olds - From April 2013 free early education is available for 15 hours a week for certain 2 year olds. Please ask.

From September 2009 the Local Authority have introduced a Single Point of Entry to your child's Primary school. This means that all children aged 4 whose date of birth is before 31 August may be admitted into their allotted Reception Class in September. However you may choose to defer your child's entry.

Induction policy

We offer a home visit and visits for you and your child into nursery in the term before your child starts.

The intake of new children may be staggered over the first two weeks of term. This ensures that your child has the best possible chance of settling quickly and happily into nursery life.

During your child's first week in nursery we expect you , or a nominated caring adult, to stay with him/ her for the first two days, and for the child to stay on his/ her own from the third day. Session times for this induction period are shortened, usually to a maximum of one and a half hours. The time is then built up gradually according to individual need. In this way we aim to make your child's transition from home to school as easy and enjoyable as possible. We realise that some children do not settle as quickly as others, and if this is the case, we aim to be flexible and to discuss individual needs with you, working out a plan to ensure that your child gets the best possible start to Early Years education.

Initial Consultation with Parents

The first few weeks of your child's time at nursery are a time for settling in and for forming relationships. You will be asked to help the key worker to complete a baseline picture of your child by sharing your child's interests, abilities and achievements with her. This information helps staff to plan appropriately for the child's development, right from the start.

Admission into the Day-care is via the Day-care Enrolment form. Please see office staff or the Deputy Day-care Manager, Carol Callaghan.

PLANNING

We are happy to share our planning with you and to answer any questions you may have. All our work for children aged Birth to 4 years 11 months is planned around 7 areas of learning with reference to the Statutory Framework for the Early Years Foundations Stage Curriculum (03.03.17), working towards the Early Learning Goals. There are 3 Prime areas of Learning and 4 Specific areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The learning intentions focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and of others. They should be interpreted in the context of the values agreed by the adults, including the parents, involved with each setting.

COMMUNICATION and LANGUAGE

The learning intentions cover important aspects of language development. Children must be helped to acquire competence in English as soon as possible, making use, where appropriate, of their developing understanding and skills in other languages. The outcomes focus on children's developing competence in listening and attention, understanding and speaking. Other areas of learning also make a vital contribution to the successful development of literacy.

PHYSICAL DEVELOPMENT.

The learning intentions focus on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. They include establishing positive attitudes towards a healthy and active way of life.

LITERACY

Development in Reading and Writing skills provide the foundation for literacy

MATHEMATICS

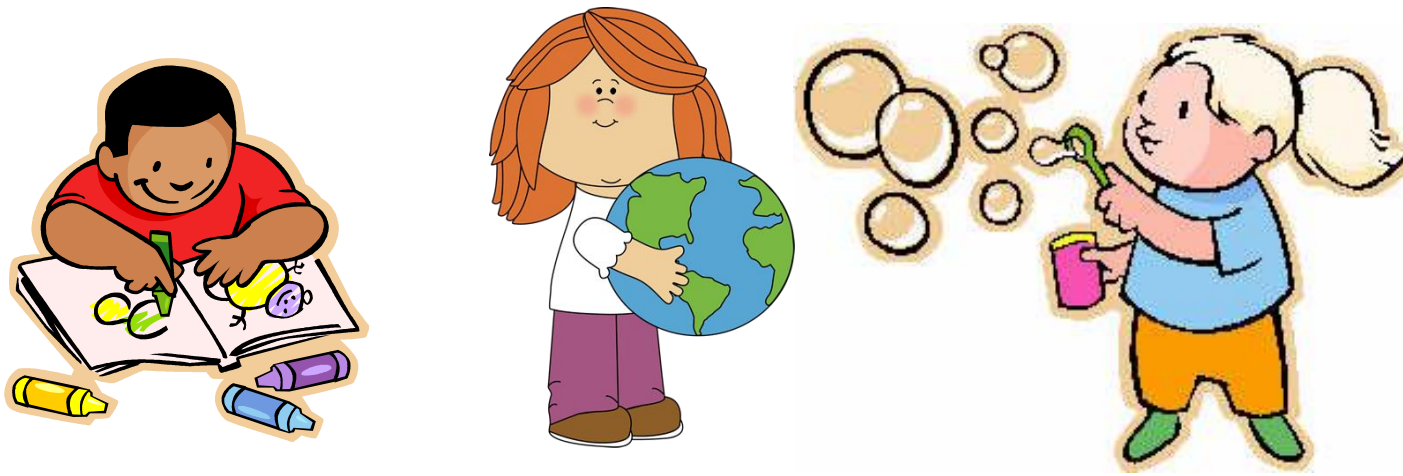
The learning intentions cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas.

UNDERSTANDING THE WORLD.

The learning intentions focus on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. They provide a foundation for historical, geographical, scientific and technological learning.

EXPRESSIVE ARTS and DESIGN.

The learning intentions focus on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.



How Children Learn

The characteristics of effective learning are:

**Playing and Exploring
Creating and thinking critically
and
Active learning**

Staff at Flatts Nursery School and Day-care know that playing and exploring, creating and thinking critically and active learning are powerful mediums for children's learning. Here are some points about all three which we would like to share with you.

Playing and Exploring

PLAY is a child's work and is an essential and rich part of the learning process.

PLAY motivates a child to learn.

PLAY helps to reinforce previous learning.

PLAY and develops the all important attitudes of concentration, perseverance and problem solving.

PLAY allows children to be creative and imaginative, to explore and investigate materials, to experiment, to test out what they know.

PLAY allows children to develop new ideas and to interact with adults and peers in order to improve language competence.

PLAY opportunities are structured so as to ensure progression in learning.

PLAY requires the intervention and interaction of teachers and adults - this is why staff observe children at play and ask questions about their play. Staff assess children's learning through play in order to appreciate how they are maturing, when they have mastered a new idea and when they are ready to make the next step in their development.

Creating and thinking critically

TALK is a natural learning medium.

Staff value the time given to TALK.

By engaging in TALK with peers and interested adults, children come to share and contribute ideas; raise questions; reflect; offer views, ideas and observations; internalise their learning.

TALK is the principle means by which teachers can assess and develop children's learning.

Active Learning

Young children are active learners, naturally curious and inquisitive. They come to school already well versed in exploring the world about them through their senses and by interacting with peers and adults. Children do this every day of their lives. They actively raise questions to satisfy new curiosity and to seek clarification or understanding. Hence all those 'WHY?' questions!

FIRST HAND EXPERIENCES are most effective when new learning is embedded in a context familiar to the young child. From a familiar context, children feel confident to move gently towards the unknown.

Staff at the setting, therefore, plan new learning experiences in contexts which are familiar to the child, sufficiently stimulating to challenge the child but not so difficult that they require dramatic adjustment.

Through such experiences, the child is learning in a very informal way in the natural context of every day situations and with enjoyment.



Flatts Nursery School Medical Policy and Guidelines

1. Flatts Nursery School is an inclusive community that aims to support and welcome pupils with medical conditions or needs.

1.1 Flatts Nursery School understands that it has a responsibility to welcome and support pupils with medical conditions or needs who currently attend or receive our services now or in the future.

1.2 Flatts Nursery School aims to provide all children with medical conditions or needs the same opportunities as others. We will endeavour to ensure as part of the 'Every Child Matters Agenda' that they can:

- + be healthy
- + stay safe
- + enjoy and achieve
- + make a positive contribution
- + achieve economic well-being.

1.3 Pupils with medical conditions or needs are encouraged to take control of their condition subject to their age and understanding and where responsible enough

to do so. They feel confident in the support of adults in the setting. All Key Persons are trained in Paediatric First Aid.

1.4 Flatts Nursery School aims to include all children and young persons

with medical conditions or needs in all activities as far as reasonably practicable. We take appropriate advice from Professionals

1.5 Parents/Carers of children and young persons with medical conditions or needs feel secure in the care their children receive.

1.6 Flatts Nursery School ensures all staff understand their duty of care to pupils in the event of an emergency.

1.7 All staff feel confident in knowing what to do in an emergency.

1.8 Flatts Nursery School understands that certain medical conditions or needs are serious and can be potentially life-threatening.

1.9 All staff understand the common medical conditions or needs that affect children and understand the importance of protecting the dignity of pupils.

1.10 The medical conditions or needs policy is understood and supported by Flatts Nursery School and the local health community staff. Flatts Nursery School follows the 2014 EYFS Guidance and has adopted the Kirklees ChYPS Medical Needs Policy (see policy in school).

Our procedures for dealing with matters which may affect **your child's health and safety** in school are as follows:-

1. **If your child is sick or becomes ill in school** we will try to contact you or your emergency contact person so that your child may be collected from school as soon as possible. If no one is available your child will be cared for and comforted by a member of staff until collected at the end of session.
2. **If your child has a minor accident e.g. Bumps or cuts etc** he / she will receive initial treatment from our qualified first aid person. This treatment will be logged in our accident book and the group leader informed so that she may pass on the information to you at the end of session.
3. **Should a more serious accident occur**, you or your emergency contact person will be contacted immediately. If neither of you are available, then a member of staff will care for and comfort your child. If hospitalisation is necessary, an ambulance will be called and a member of staff will go with your child wherever possible and remain with him/ her until you arrive.
4. Please **do not** bring any medicines into school unless this has been discussed with the Headteacher/Key worker.
5. **If your child suffers from asthma** and needs to use an inhaler please inform your child's Key Worker. Inhalers can be left in their charge. All Key Persons have a current Paediatric First Aid Certificate.
6. **If it is sunny** please ensure that your child is adequately protected i.e. is well-covered, with a hat and with sun screen applied. We cannot administer sun protection cream unless we have your signed consent and labelled bottle.
7. **Should there be a fire in school** all staff and children will follow evacuation procedures which are practised each half term.
8. **Leave of Absence** requests should be made to the headteacher using the pro forma on the next page. Holidays in term time will only be authorised in exceptional circumstances. **There is no entitlement to 10 days authorised leave.**
9. Our policy is **No Dogs** allowed on site - nor to be tethered at School railings. Guide Dogs are excepted from this.

We hope that you are satisfied that everything possible is done to make sure that your child is well cared for in nursery. Should you have any comment or complaint about any of our procedures, please see your child's group leader or the head teacher. Finally may we remind you to please **CLOSE AND BOLT THE GATES WHEN ENTERING OR LEAVING THE NURSERY GROUNDS, CHILDREN'S SAFETY IS A JOINT RESPONSIBILITY.**

Flatts Nursery School & Day-care

Exceptional Circumstance Leave of Absence Application Form

- Amendments have been made to the 2006 regulations in the Education (Pupil Registration) (England) (Amendment) Regulations 2013. These amendments came into force on 01.09.13. The amendments make clear that **headteachers may not grant any leave of absence during term-time** unless there are exceptional circumstances
- This form needs to be completed at least two weeks prior to a request for exceptional leave.

I would like to request leave of absence for:

Name of Child				
Class				
Name/s of siblings affected by absence	School/s attended			
Town/Country to be visited				
Reason for Absence				
Requested Dates of absence	From		To	
Booking Reference/Tickets(s) seen to confirm these dates	Yes		No	
Signed	Parent		Guardian	
The following leave of absence has/has not been authorised	From		To	
Headteacher	Date			