



**Sandy Hill
Academy**



Sandy Hill Academy

'Aspiring to achieve, determined to succeed'

Early Years Foundation Stage Welcome to Nursery

Updated: December 2021



hello@sandyhill.org.uk
Welcome to Nursery at Sandy Hill Academy

Ethos, Aims & Values

Our vision for Sandy Hill Academy is:

For it to be a centre of excellence for teaching and learning for all. We will aim to create an environment that is safe and that enhances and develops children's desire to learn and to equip them for their future.

We offer an option of 5 morning or 5 afternoon sessions to maximise your child's opportunity to learn in a playful school—based learning environment. Attending a school—based nursery bridges the gap between a pre—school setting and school and has been proven to aid smoother transitions and better outcomes for pupils. Our Nursery staff are dedicated to supporting children to reach their full potential and to become independent learners.

Sandy Hill Academy Nursery will be a place where children's individual needs and abilities will be recognised and nurtured, their successes acknowledged and celebrated.

To see Sandy Hill Academy Nursery as a place where children are happy, confident and secure in the knowledge that they are valued and listened to, where they can be excited and challenged in an environment that promotes learning at all levels.

To see Sandy Hill Academy Nursery at the centre of our community, accessible to all, and identified as a centre for exemplary Early Years Practice.

At Sandy Hill Academy Nursery we recognise that children develop quickly in the Early Years. We aim to give children the best possible start to life, a secure foundation that their learning can be built upon. Children are born ready and are able and eager to learn and we aim to promote their learning in our warm, caring and safe environment.

We recognise the importance of a strong partnership between parents, carers and staff at school. This is an essential ingredient to the child's success and we encourage parents to contribute to their child's development by sharing their child's learning journey and attending parent meetings.

The Early Years Foundation Stage: Seven key features of effective practice;

- ❖ **The best for every child.** All children deserve to have an equal chance of success.
- ❖ **High-quality care.** The child's experience must always be central to the thinking of every practitioner. Practitioners know that starting school, and all other transitions in the early years, are big steps for small children.
- ❖ **The Curriculum: what we want children to learn.** The curriculum needs to be ambitious. It is a top-level plan of everything the early years setting wants the children to learn. Careful sequencing will help the children to build their

learning over time. Young children's learning is often driven by their interests. Plans need to be flexible.

- ❖ **Assessment: checking what children have learnt.** Assessment is about noticing what the children can do and what they know.
- ❖ **Pedagogy: helping children to learn.** Children are powerful learners. Every child can make progress in their learning with the right help.
- ❖ **Self-regulation and executive function.** Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.
- ❖ **Partnership with parents.** It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

There are four guiding principles shaping practice in the Early Years. These are:

Unique Child

Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments with teaching and support from adults.

Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and Development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including those with special educational needs and disabilities.

The areas of learning and development

There are seven areas of learning and development in the Early Years Foundation stage, three prime areas and four specific areas. All the areas of learning are important and interconnected. The areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Prime Areas	Personal, Social & Emotional Development	Specific Areas	Literacy
	Physical Development		Mathematics
	Communication & Language		Understanding the World
Expressive Arts & Design			

Each area of learning and development is delivered through planned, purposeful play and through a mix of child initiated and adult-led activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others.

Children learn by leading their own play and by taking part in play which is guided by adults. There is a balance between activities led by children and activities led or guided by adults. Activities are a response to the child's emerging needs and interest and we guide their development through warm, positive interaction.

Characteristics of Effective Learning

The Characteristics of Effective Learning play an important part in the Early Years Foundation Stage, as they address how the child learns rather than what the child learns. There are three characteristics of effective learning outlined in the non-statutory guidance 'Development Matters'. These are: Playing and Exploring, Active Learning and Creating, and Thinking Critically. Each one of these is then divided into three further elements.

Assessment

Assessment takes place throughout the academic year to inform planning and to ensure that children are appropriately challenged, progress is made and individual's next steps are identified. For further information, or to read the EYFS statutory framework in full, please visit the following weblink:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Our Classroom Environment

At Sandy Hill Academy Nursery, our EYFS environment enables children to become fully immersed in purposeful play of their own choice and interest. Their play is sensitively supported by the adults in the room to develop specific skills and to broaden the children's experiences. The children at Sandy Hill Academy Nursery benefit from both outdoor and indoor areas which allow for learning in all areas of development and which are carefully set up to promote independence, creative thinking and to stimulate the children's imaginations and thoughts.

It is our aim to support children's ability to regulate their thoughts, feelings and emotions, whilst pursuing activities that require the children to exercise their perseverance and determination. Our Nursery environment also promotes a positive relationship with health and exercise; ensuring that both gross motor and fine motor skills are being developed along with providing children with the knowledge and opportunities to be safe and healthy.

Our children have the opportunity to initiate their own learning with the adults joining, supporting and teaching them within the context of their play. They also benefit from direct teaching time in small groups where specific skills and next steps are worked on. At all times, the Nursery resources are available and accessible to the children; this is known as 'Continuous Provision'. It is through the organisation of these resources that our children become independent in their purposeful play and learning. When any resources are added to the continuous provision, it is taught to the children first, ensuring they are equipped with the correct knowledge and experiences to utilise the environment.

Enhanced provision is planned for and responds to the children's interests and the topics that we may be learning about at that time. It is through these enhancements that further progress is made for all children in specific skills and knowledge.

Areas in the Nursery are well thought out and planned for. Resources are carefully selected and regularly enhanced with new opportunities to meet the developing needs and interests of our children. Specific and organised resources can be found in the following areas; **Role play | Sand | Water | Small world | Investigation | Maths | Mark Making | Reading | Creative**

Sandy Hill Behaviour Policy

At Sandy Hill Academy Nursery, we have introduced a new behaviour policy which will work in line with our 'Sandy Hill STARS'. Each class will have a consistent behaviour policy with 4 clear rules that run throughout our school

- **Show respect and good manners**
- **Follow instructions**
- **Care for everyone and everything**
- **Try your best**



STARS –Self-motivated, Thinkers, Aspirational, Resilient, Supportive

Preparing for Nursery at Sandy Hill Academy

Nursery Teacher
Miss Polmounter

As your child settles into Nursery life, they have to come to terms with leaving you and also learn about their new environment. Advance preparation can make the separation much easier. It helps if you talk about Nursery in a positive manner – all the fun activities that will be on offer and all of the new friends that they will make.

It helps if children can recognise their name on their peg and simple things like having their favourite character on their bag and water bottle can help them find their belongings. Enjoying some singing/rhyming and counting games with an adult and sharing a favourite book can also help quickly build relationships with staff. Being able to put their own coat and shoes on can help anxiety.

Settling in

Settling in normally takes a few days. If your child is unsettled when they arrive at Nursery a member of staff will be available to look after and reassure them. We will then encourage parents to say goodbye and then to contact us. From experience the quicker you leave the less upsetting it is for children. A quick goodbye is less painful than extra hugs and kisses.

All About Me Box

To support transition into Nursery we ask the children and their families to create an 'All About Me Box' over the Christmas holidays leading up to the start of Nursery. Please provide a decorated shoe box containing photographs, objects and artefacts that are important to your child. This will help us to get to know your child and support

the settling in process. These will be returned to you during the end of the first half term. (More information to follow-please see website for further details).

Tapestry

Please ensure to log in to Tapestry regularly. Tapestry is an online tool that we use to document the assessment of the children through observation. Observations are also encouraged with any home learning or 'Wow moments'. We will also use Tapestry to upload key documents and newsletters. An activation email will be sent to you once your child has enrolled and there will be further support and guidance to follow.

Newsletter

An EYFS specific newsletter is created at the beginning of each half term and will be uploaded to Tapestry. A Sandy Hill Newsletter will also be emailed to you each half term to keep you up to date with the wider school. The newsletter is also on our website at www.sandy.eschools.co.uk or paper copies will be available at the school office.

The Nursery Day

Session times:

Mornings – 8:30am – 11:30am

Afternoons – 12:00pm – 3:00pm

What does my child need for Nursery?

Below is our Nursery uniform. The majority of the Nursery uniform you can purchase from local shops and supermarkets however, the school jumper can only be ordered from www.wovina.com or small amounts are available from Screen Print in St Austell. Please allow a couple of weeks delivery time for your jumper to arrive.

Boys:

White Polo Shirt

Black school sweatshirt

Black trousers or shorts

Black, grey or white socks

Black Shoes



Girls:

White Polo Shirt

Black school sweatshirt

Black skirt, pinafore dress or school style trousers

White socks or black white/black/ grey tights

Low heeled black shoes. No open toed sandals)



Children in the EYFS will also require a set of waterproof clothes and a pair of wellington boots.

To enable children to become more independent with going to the toilet, we ask parents to dress their child in trousers that do not need belts. Elasticated waists are preferable and are easier to pull up and down. In the Early Years we have a no laces or open toe shoe policy and request that your child wears velcro straps again for independence.

Change of Clothes: Please provide a spare set of clothing for your child, including a pair of school trousers/leggings, a white t-shirt and two sets of pants and socks. These can be put inside a plastic carrier bag inside or rucksack.

Waterproofs and Wellington boots: Please provide a pair of wellington boots and waterproof trousers and coats (that stay at Nursery) for your child so they can access the curriculum in the outside area. Please write your child's name clearly on these.

It is very much appreciated when all Nursery clothing is clearly labelled including shoes - all school sweatshirts and shoes look alike! The wearing of jewellery, other than stud earrings is not permitted.

Water Bottle: Children learn best when they are hydrated! Please fill your water bottle with cool water each morning and we will replenish as needed throughout the day.

Snack Time: In Nursery we have a morning and afternoon social snack time, where the children have access to a piece of fruit and a choice of other healthy prepared snacks. Please let us know if we should be aware of any food allergies or specific dietary requirements that your child may have on their medical form.

Toys: Please discourage your child from bringing toys to Nursery. They can cause disputes and children can become distressed if they are damaged or lost. Personal toys also hinder children from accessing the activities provided at Nursery.

What about security?

Please tell the class teacher or phone the school office if your child is to be collected by a different adult.

Children are not allowed to leave the Nursery until the appropriate adult is present. Please inform the class teacher or telephone if there are any last minute changes to normal arrangements.

For security reasons, if a different person is collecting your child and you have not informed the office or the class teacher, we will phone you to check if this is okay before letting your child go. We also operate a password system in the Early Years and you should only give this password to the people you have agreed can pick up your child.

If you need to take your child out of school during the Nursery day, please report to the staff at the school office who will arrange for your child to be collected from the classroom. When returning children to school, the system is reversed. Please report to the school office, do not take your child directly to the classroom. The children need to be signed in and out on these occasions.

If there are any changes in home circumstances which may affect how your child behaves in Nursery, please let us know. Any information you give us is treated with the strictest confidence. Often we can help children more effectively if we are prepared.

Information and advice for the use of the car park

To help create a safe and secure place for all children, we operate no parking policy. Any children arriving by taxi and those with a disability, or whose parents have a disability and hold a blue badge, will be allowed access to use the car park. Please make sure that if this applies to you that you have given the school office your car registration number.

What about first aid and medicines?

First Aid in School

All staff members are qualified first aiders and all playtimes are supervised. However, accidents can and do occur. We have strict procedures and staff are trained to deal with minor injuries. In serious cases parents or emergency contacts will immediately be contacted so children can be taken to their doctor or hospital. All accidents are recorded and in the case of a bumped head a note is sent home. If your child is taken ill and needs to be at home, or the injury needs further medical advice, you, or someone designated by you, would be telephoned immediately. **Please ensure that your contact numbers are always up to date.** Please keep children at home if they have been ill during the night. Some children seem fine in the morning, but are often too tired to cope with nursery by the afternoon - and some become ill again which can be very distressing for them and the other children. Children who have had an upset stomach (vomiting and/or diarrhoea) need to be absent for 48 hours after their last bout.

Medicines cannot be administered by staff unless they have been prescribed for your child by a doctor, dentist or nurse (medicines containing aspirin/paracetamol should only be given if prescribed by a doctor).

You will need to complete a school form prior to this.

Children on special medication such as inhalers will have special arrangements made for them. Again a medical form will need to be filled in.

Sun Protection

On appropriate days please send your child to Nursery with a named sun hat and wearing a factor 50 sun cream. During the summer term the children will require a named sun hat and labelled sun cream to be kept at school.

Head Lice

Head lice is inevitable and nothing to be embarrassed about. Wet combing your child's conditioned hair with a nit comb will help you spot them. There are a number of effective preventions and treatments available from chemists or online. Please come and see us if you have any concerns.

Can I become a parent helper?

Many parents help in school as volunteers and are a welcome addition to our team of adults. By law, all of these adults have to be police checked and follow our

induction procedure and probationary period. Parents can help with activities as varied as hearing children read, supporting children within the classroom such as painting, artwork, letter formation and Design Technology. It's not just mums that volunteer, dads and grandparents do too. If you have some time spare and would like to get involved please talk to the class teacher. There are lots of classes to help in, you could make a valuable contribution to the school, have some fun and gain real satisfaction. Alternatively, if you do not want to work directly with the children but would still like to contribute to the education and welfare of the pupils, we would welcome support of maintaining the Nursery Class garden and school vegetable patch.

Parents

Parents' contributions are included in the online learning journey (Tapestry) where parents are encouraged to add observations from home and view, and comment on, the observations made by staff at Nursery. Parents are also encouraged to share 'wow moments' and send them in to be celebrated in Nursery. Formal meetings are held with parents in October and in February. This is then followed up in the Summer Term with a full written report. Each half term parents are invited in to share and celebrate their child's learning with them where the children will have their printed Learning Journey to look and talk through.

Curriculum

At Sandy Hill Academy Nursery we enhance the EYFS curriculum to ensure that teaching in all areas is covered in a robust and meaningful way. We use the following schemes to support out teaching.

Phonics

At Sandy Hill Academy Nursery, Phase 1 Phonics is taught daily. Our sessions aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills.

Phase 1 of Phonics concentrates on developing children's speaking and listening skills and lays the foundations for the phonics learning which starts in Phase 2 which children will progress onto in Reception. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

PE – Healthy Movers

The material in 'Healthy Movers' is delivered weekly. The schemes within 'Arena' and 'Healthy Movers' are designed to provide complete coverage of all aspects required to enhance physical development in the foundation stage. The following areas of knowledge skills and understanding are taught within the process of evaluating and improving performance, acquiring and developing skills, selecting and applying skills and understanding of fitness and health.

PSHE – Scarf

The Scarf programme uses The Mindful Approach where children benefit from being aware of their thoughts and feelings as they happen, in the present moment, on purpose and with no judgement. Mindfulness can be learnt, and techniques to

develop it are taught. Scarf brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Special Education Needs

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and lead happy and fulfilled lives.

Tick List Box

Wellington boots

Waterproofs (Separate coat and trousers are preferred)

Water bottle

Ruck sack with spare clothes

All About Me Box

Activate Tapestry Account when confirmation email is sent

Download Arbor App