

# **Hirst Wood Nursery School & Children's Centre**

**'Learning together, growing together'**



**PROSPECTUS  
2021 - 2022**



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## **OUR GOVERNING BODY**

### **Committees and special responsibilities**

#### **PARENT GOVERNORS**

**Lucy Mairs**

Chair of Governors  
Named Governor for SEND  
Headteacher Performance Management Committee

**Jimmy Greenwood**

#### **CO-OPTED GOVERNORS**

**Ruth Trattles**

Vice-Chair of Governors  
Headteacher Performance Management Committee  
Named Governor for Child Protection

**Matthew Cooper**

**Bev George**

Headteacher Performance Management Committee

**Caroline Clough**

(staff)

#### **STAFF GOVERNORS**

**Jayne Taylor**

**Headteacher**

**Sally Lofthouse**

#### **LA GOVERNORS**

**Andrea Nicholls**

#### **CLERK to Governors**

**Celine Moriarty**

**Our Governing Body ensures that we meet our statutory responsibilities.  
It also monitors and evaluates our provision.**



## THE NURSERY TEAM

**Headteacher & SENDCo**

Jayne Taylor

### **Maple**

**Ruth Ball**

**Samantha Renwick**

**Kath Zuchlinski**

**Karen Dutton**

**Kelly Ward**

**Sarah Taylor**

### **Nursery 1 & 2 combined**

Teacher

Teacher

Early Years Practitioner

Teaching Assistant

Early Years Practitioner

Early Years Practitioner

Mon, Tues, Wed AM

Wed PM, Thurs, Fri

Mon, Tues, Wed

Mon, Tues

Wed, Thurs, Fri

Wed, Thurs, Fri

& Sunshine Club

& Sunshine Club

& Sunshine Club

& Sunshine Club

### **Chestnut**

**Sally Lofthouse**

**Angie Nash**

**Richelle Berdeni**

**Laiba Ali**

### **Nursery 3**

Teacher

Early Years Practitioner

Early Years Practitioner

Apprentice Level 3

Mon - Fri

Mon, Tues

Wed, Thurs, Fri

Mon – Fri

& Sunshine Club

& Sunshine Club

& Sunshine Club

**Caroline Clough**

Administration Assistant

### **Kitchen**

Eileen Hope

Graham Hughes

Cook

Kitchen assistant



### **'Learning together and growing together'**

We provide high quality, inclusive early years education, additionally resourced for children with special educational needs. We value creativity, individuality, responsibility, challenge and a sense of community.

#### **OUR AIMS & VISIONS**

- **We enable children to learn through fascination and creativity**, enabling them to be self-motivated, independent, confident and involved in their activities and learning.
- **Everyone in our school is important and included.** We promote an ethos of care, trust and safety where every member of our school community feels that they truly belong and are valued.
- **We recognise everyone's uniqueness.** There will be no invisible children here. We recognise everyone's success. We recognise learning in all its forms and are committed to nurturing lifelong learners.
- **We make a difference to our families.** We provide a range of high quality inclusive, accessible integrated services that will make a difference and improve outcomes for families.
- **Building relationships.** We build highly effective relationships with parents and carers and foster their active involvement in their child's learning and progress.

#### **We will energise our vision by:**

- Nurturing enthusiasm for learning and teaching.
- Enjoying what we do and knowing that learning is fun.
- Believing we are the best and we have the best.

**We will measure the things that we value .... good progress and attainment and value the precious things that can't be measured in our school. The number of children who found a conker, rolled down a hill, painted with their hands and were fascinated by the wind, sun, rain, snow, ice and saw the wonder in all the world around them.**

#### **OUR VALUES AND ETHOS**

We aim to:

- Provide a range of high quality inclusive, accessible and integrated services that will make a difference and improve outcomes for families.
- Create an environment that is safe, warm and welcoming where children are happy and everyone is treated with respect and dignity.



- Provide a stimulating environment that offers opportunities for challenge appropriate for each child's development socially, emotionally, intellectually and physically.
- Ensure that staff know children well and use this knowledge to assess, develop and extend the child.
- Plan a rich, broad and balanced play based curriculum founded on an understanding of the children's development and learning in general and on the needs of individual children in particular.
- Encourage children to be self-motivated, independent and confident and involved in their activities and learning.
- Ensure the well-being of all our staff, children, families and governors.
- Give children the time and opportunity to experiment, have fun, be creative and imaginative, discover, take risks, make mistakes, consolidate and reflect.
- Build relationships with parents and carers and foster their active involvement in their children's learning and progress.
- Ensure a smooth transition from home to school and school to school.
- Foster equality of opportunity by developing an environment that is inclusive of all its community.
- Provide opportunities for all staff to have high quality training and development.
- Build links with local schools early years providers and the wider community.
- Develop a love of learning.

### **PARENTS AS PARTNERS**

We welcome parents and carers at all times. We take time and great care over our settling in process to ensure that your 3 or 4 year old is happy and secure with us right from the start.

#### **Prior to entry:**

- You are invited to look round the school when your child's name is placed on the waiting list. This is an invaluable opportunity to see us in action, how the Nursery runs and the wonderful experiences that are available for children to enjoy.
- Stay & Play sessions are offered to new starters for 6 weeks prior to joining (July, December and March). This is an exclusive group which allows new children to meet each other, parents to meet other parents, staff to be introduced to children and parents and familiarise yourselves with our building.



- Open days for new parents/carers to visit and take a tour of the school. These are a valuable opportunity to meet staff informally, find out about how the nursery works and to get to know each other.
- “Getting to know you” sessions are offered before your child starts school. The teacher and nursery nurse/eyf will invite you and your child to an appointment of 15 minutes during the first week of the term before your child officially starts. This enables you and your child to get to know them before starting the settling in process. It also gives you the opportunity to share key information. These sessions are not compulsory but feedback from parents (and children) has always been extremely positive.
- We admit only a few children at a time per nursery class so that extra care and attention can be given to your child, and also to you. Initially you will be asked to stay with your child until it is agreed with the teacher that he/ she is settled and ready to be left. Your child will stay for just one hour but this is extended gradually to ensure that each child is able to cope with their new situation. A Parents’/Carers Room is available so you can relax and have a drink – tea, coffee and biscuits provided. If your child will be coming to the Sunshine Club (before or after School) we will help you settle your child into that too.
- You know your child best and usually discover your own ways of ‘supporting’ them as they settle in. Practitioners in the nursery will work with parents/carers to find the best way of helping each individual child to settle and to establish a warm relationship. As you, and your child, settle into the nursery routine we hope you will feel welcomed, well informed and confident about your child’s experience with us.
- Information about plans for the week and for the half term are displayed outside each nursery, on our website and sent to you via EYLog. We produce a half termly Newsletter so that you have the opportunity to talk to your child about what’s happening. By sharing your child’s immediate experiences you will be helping to develop his/her confidence, self-esteem, language and thinking skills, and to show that you value what your child is doing at Nursery.
- Consultation Days are offered in November, March and July. You will be invited to sign up for a time slot to see your child’s teacher (Key Worker) to share their Record of Achievement, discuss progress at home and at nursery, and discuss any concerns, and to also share ideas for helping your child further. Consultations can be held early and late in the day/early evening so please ask. Please remember that **you are very welcome to ask for a meeting at any time by arrangement with the class teacher.**
- Translation is available for you and your family and we will ask if you need this service, please let reception know your requirements at any time.



## TEACHING AND LEARNING

### The learning environment

We create an environment that is safe, secure, exciting, appropriately stimulating, challenging, and welcoming to all. An environment in which children experiment, explore, discover, consolidate and progress socially, emotionally, intellectually and physically, each child at his/her own pace.

### Parents/Carers and the family

We value the key role that parents and the wider family play in encouraging children's learning, self-confidence and sense of well-being. We invite you to share your knowledge of your child with us so that we can build on experiences at home, build relationships and plan appropriately. We, in turn, will share our ideas and plans with you so that you can talk with your children about day to day nursery experiences.

### How young children learn

Young children learn through the process of playing. "Play is a child's work" because quality play requires sustained effort, perseverance, focus and is often highly creative.

- play is the most natural and important motivator in children's lives because it is fun.
- play is about doing things for themselves first hand e.g. building a den with blocks, exploring Hirst Woods, planting, harvesting and cooking their own potatoes, climbing into the cab of a real fire engine, using paint to express newly-forming ideas.
- play enables children to learn by linking new experiences to old ones.
- play provides unending opportunities to develop concentration, make mistakes and solve problems.
- play, and the use of creative materials, enables children to come to terms with their own emotions - it helps children to learn about how they think and feel, and about how others think and feel.

### How we plan for learning and teaching

There are no formal lessons but stimulating play indoors and outdoors results from the use of appropriate resources and the interaction of skilled professional practitioners. Children experience a balance of 'free flow' play and 'adult-focused' activities.

### Learning through 'free flow' play

We plan the environment so that children can learn from familiar experiences (e.g. sand, water, home corner, block play, loose parts) to which they can return throughout the day and build on previous learning. They are free to choose their activities, both indoors and out, for the majority of each session so that they can develop their interests and ideas at their own pace, either with adult support or independently.





### **Learning through 'adult-focused' activities**

We also plan adult-focused play activities for small groups and individuals. Such activities are planned with potential learning outcomes in mind but are also geared towards the needs of individuals so that each child can learn at their own pace. Learning outcomes often differ from those planned but all learning is valuable and celebrated. It is the process of learning that is most important at this stage ... specific knowledge is acquired as children need it and more importantly, when they are ready to make sense of it.

### **Learning through group times**

We offer differentiated group times that cover phonics (linking sounds & letters) and maths based skills. These group times are based on specific learning objectives that provide children with opportunities to enhance and extend their literacy and mathematical skills.

### **How practitioners interact in the nursery**

As practitioners we observe and listen to children so that we can assess how to interact most effectively. Only then do we extend learning by

- Showing enthusiasm and support for children's play.
- Discussing, sharing ideas and commentating.
- Offering knowledge.
- Modelling.
- Reflecting on prior learning and achievements.
- Extending vocabulary.
- Using books, photos and resources.
- Encouraging self-belief and a willingness to persevere.
- Engaging in shared sustained thinking to extend children's knowledge and understanding to the next level

### **How achievement and progress is assessed and reported**

We assess how children learn, what children learn and the progress being made, through:

- Discussion with parents during the initial home visit, during informal discussions and through formal consultation meetings
- Recording observations as part of the daily role e.g. scribing (recording word for word what a child and adult discuss as the child plays), recording specific achievements, social play skills, physical skills and tracking how children use the nursery and who and what they play with.
- Sharing and analysing observations and children's work at daily team meetings and weekly 'Learning Review' meetings, and using the outcomes to plan for individuals and groups.
- Our Records of Achievement and the Leaver's Report.
- Our assessments recorded on entry and exit based on Development Matters and Birth to 5 matters

### **An Early Years Curriculum**

We offer children a rich and stimulating curriculum which incorporates the statutory framework for the early years foundation stage; Setting the standards for learning, development and care for children from birth to five (2021).



**At the end of the Reception Year** it is hoped that children will achieve a range of 'Early Learning Goals' in each of the 7 Areas of Learning and Development:

- |                  |   |                                                                    |
|------------------|---|--------------------------------------------------------------------|
| 3 PRIME Areas    | > | Personal and Social and Emotional development                      |
|                  | > | Physical development                                               |
|                  | > | Communication & Language                                           |
| 4 SPECIFIC Areas | > | Literacy                                                           |
|                  | > | Mathematics                                                        |
|                  | > | Understanding of the World (ICT, DT, Science, History & Geography) |
|                  | > | Expressive Arts & Design                                           |

If you would like to know more please speak to your Class Teacher or call in and see Jayne Taylor, Headteacher. We offer coffee mornings with a particular curriculum focus every half term. Please come along.

### **ADMISSIONS POLICY FOR THE NURSERY SCHOOL**

#### **How are places allocated?**

- Places are offered according to the guidance in Bradford Council's Admissions policy (a copy is available in the Parents' Room).
- Parents/carers can register a child's name on our waiting list from birth. Unfortunately, this does not guarantee that we will be able to offer your child a place but we do hope to place most children.
- Our main intake is in September, with smaller intakes in January and Easter ( if places are still available).
- Priority is given to children who are looked after (those in the care of the Local Authority), children with special educational needs and those experiencing particular social/economic disadvantage.
- Places are allocated according to the waiting list.
- Each of the Nursery School classes has places for 26 children which complies with the statutory requirements set out in the EYFS.
- Wherever possible children are placed in the same class previously attended by older siblings if parents request this.



## OUR PRACTITIONERS

- The teachers in this school are highly qualified and very experienced. They are qualified to teach in both Primary and Nursery Schools.
- Our Early Years Practitioners hold professional qualifications covering child development and learning from birth to 7 years.
- Our ratio of two professionally qualified staff available to twenty six children means that opportunities for interaction and monitoring are at a higher level than at any other stage in a child's education.

## CHILD PROTECTION POLICY & SAFEGUARDING

Schools have a legal responsibility to alert Child Protection officers if there is a concern about a child protection issue. All the staff have up-to-date training and the named persons are:

1	Jayne Taylor	Headteacher
2	Sally Lofthouse	Teacher
4	Samantha Renwick	Teacher
5	Ruth Trattles	Named Governor for Child Protection

Wherever possible we would share any concerns immediately with parents. Our **Child Protection Policy** is displayed in the entrance and in the Parents' Room. **KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY** – Please let us know immediately if you have any concerns about the **safety of any child**.

## ABSENCE AND ATTENDANCE POLICY

- Whilst attendance at Nursery School is not compulsory once a place has been taken up the Local Authority expects that children will attend every day unless they are unfit due to illness, or have health-related appointments. All 'unexplained absence' is recorded and will be followed up by the Headteacher. This is in line with Local Authority and Education Bradford policy for all schools.
- If your child is not taking up their place each day he/she may miss valuable learning opportunities, and another child on the waiting list will be missing an opportunity to attend. Detailed records of attendance are kept showing the reasons for each child's absence on class registers.
- If your child is unwell please telephone or send a message into school **first thing in the morning** possible, so that accurate records can be kept. In the event of health appointments please tell the Class Teacher the date and time of any anticipated absence in good time.



- Parents are discouraged from taking children on trips or holidays during term time. If, however, you wish to do so, please complete a 'Holiday request form at least a week before the first day of the holiday so that it can be discussed with you and then authorised.
- Please model good timekeeping for your child ... you are his/her most important role model. Good habits are formed when children are very young. Your child will be unsettled if they miss time at the beginning or end of sessions.

**OFSTED came to call in November 2018 to carry out an inspection of the Nursery School. We were delighted with the outcome and are pleased to share some of the comments from the report;**

“you have created a bright, clean and vibrant learning environment where children are encouraged to explore and learn safely. Hirst Wood is a warm, friendly school where children are well known by staff and parents feel welcome”.

“The quality of adult interactions with children is strong. I observed several adults skilfully asking questions that provoked children’s thinking and helped children to sustain their concentration when interacting with resources. Relationships between all adults and children are warm and nurturing. “

“Your staff have carefully chosen and organised resources that support the effective teaching of phonics. Staff knowledge of phonics is secure and they have a good awareness of what children will need to learn when they transfer into the next key stage. The whole staff is ambitious in this area and are keen to facilitate deeper learning. In response to adult prompts, I saw more-able children forming letters accurately and using their phonic knowledge to write simple words”

“You are successfully promoting children’s early mathematical skills through the deft selection of resources and through proficient adult questioning that exploits every opportunity to count one-to-one, to establish ordinal and cardinal numbers and to match shapes, for example.”

The summary and full report is available through the OFSTED link on our website,  
[www.hirstwoodnsc.co.uk](http://www.hirstwoodnsc.co.uk).



## IMPORTANT POINTS TO REMEMBER

### CLOTHING

- Children will get messy at nursery whilst they're having fun so please do not send them in their best clothes.
- Please send children in flat shoes suitable for running, jumping and climbing.
- Children will be outdoors in all but the harshest weather so please send them in appropriate clothing.
- **Names in coats, hats and on Wellingtons/boots are essential** – children are often very upset when they lose their clothes, and so are parents.
- If children have been changed at nursery please return any borrowed clothing as soon as possible as we have a limited supply in stock.
- A **Lost Property** box for clothing is available in each cloakroom. Small items will be in the classroom
- We supply sunhats but you are welcome to send one in - please label it carefully

### FOOD

- We encourage children to enjoy healthy food and drinks and we know you will be keen to support us. Children are offered a healthy snack in the morning and in the afternoon at a small cost which can be paid for half termly or termly. An increasing number of children have allergies so we do have to offer a limited selection for snack to avoid problems.
- We are a "nut free zone" so please ensure that children do not bring food from home. We celebrate birthdays with a card and some bubbles, but if you really want to bring food to share with the class, we request that you bring fruit or raisins.
- Please do not send children to school with sweets and drinks in their bag.

### TOYS

- If children bring in items to show us they will be kept on a shelf once shared with friends to avoid loss or damage. **Please do not bring in toys** as this often leads to upset and argument if they are lost or broken.

### DINNER MONEY

- Please hand dinner money to Reception on Monday morning each week or half termly. Prices are displayed outside each classroom. If you believe your child may be entitled to **free school meals**, look at <https://www.gov.uk/apply-free-school-meals> to check your eligibility and to make an application

### DRINKS

- Children are offered a carton of milk at each session. Water is available at all times.
- If food is brought into nursery for any reason please pass it to a member of staff for safe keeping



### SUN SCREEN

- Please apply a high factor sun screen before your child arrives. We have sunscreen which we will reapply at lunchtime (unless your child has specific skin conditions, in which case would you please provide your own for us to keep at school). We have sunhats for all the children or they can bring their own.

### MEDICINE

- If a child brings prescribed medicine please ensure that it is clearly labelled. We will require you to complete our Medicine Agreement). Please **hand it to a member of staff** who will then ask you to sign for it. **Under no circumstances should medicine be left with a child or left in the cloakroom.**
- **Please ensure that you let us know if your child is taking any prescribed medication at any time, so that we can inform Emergency Services should it be necessary. Care Plans for children requiring them are displayed in each room.**

### PARKING

- Our neighbours respectfully request that cars are not parked close to, or across driveways
- Please do not park in the car park unless you have discussed your needs with the Headteacher
- Please do not park on Carlton Avenue opposite the school on the yellow hazard lines. The police request that we pass on details of any cars parking there.
- Please remember to turn your engine off if you are waiting for any length of time to reduce emissions

### COMPLAINTS AND APPEALS POLICY

Should you have any complaint to make:

- Firstly, talk to the Class Teacher. If necessary, the complaint will be referred to the Headteacher
- If the Headteacher is unable to resolve the complaint, or is the subject of the complaint, the Governing Body will consider the complaint.
- If the Governing Body is unable to deal with the complaint it would be referred to the Local Authority (LA). The Governing Body will ensure that the person complaining is given fair treatment, and a chance to state their case, either in person or in writing. Decisions made, and the reasons for them, will be given in writing.
- The person complaining will be informed at the same time of any rights of appeal they have if they wish to take the matter further. In the event of an Appeal advice would be taken from the LA.

Complaints are rare and often arise due to a lack of communication or misunderstanding. Please let us know straight away if you have any concerns, however small they may seem. We will always take your views seriously.

# Everyone Deserves Respect



At Hirst Wood Nursery School everyone is welcomed and valued regardless of: ethnicity, culture, religion, gender, home language, age, sexual orientation, family background, learning difficulty or disability.

Everyone deserves respect which means treating others as you would like to be treated yourself. This includes the children, their parents/carers, all visitors and our colleagues.

If you are concerned about anything you see or hear in the nursery please talk to us about it.

If you feel you are not being treated respectfully you have the right to complain.

**Please check on our website and social media sites for updates & information.**

**[www.hirstwoodnscc.co.uk](http://www.hirstwoodnscc.co.uk)**



# Hirst Wood Nursery School & Children's Centre

**Head Teacher:** Mrs Jayne Taylor

**Address:** Carlton Avenue,  
Shipley,  
BD18 4NJ

**Tel:** 01274 584368

**Fax:** 01274 581569

**Web:** [www.hirstwoodnsc.co.uk](http://www.hirstwoodnsc.co.uk)

Aug 2021						
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Nov 2021						
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Dec 2021						
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Mar 2022						
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Apr 2022						
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May 2022						
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Jun 2022						
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Jul 2022						
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Key							
	Bank Holiday		Occasional Day		Training Day		Statutory

Thank you for your interest in Hirst Wood Nursery School & Children's Centre

**"PLAY IS A CHILD'S WORK"**



**"ENJOYMENT IS THEIR MOTIVATION"**

**"HAPPY CHILDREN LEARN BEST"**