



Welcome to Hirst Wood Nursery School. Enclosed is some information about us, our ethos and the wide range of opportunities available to children. We hope that you will very soon feel that you and your child “belong” here, know and understand what Nursery is all about and enjoy the experiences which we invite you to share with us. This booklet gives you a brief insight into your Nursery, with basic information we think will be useful for you.

Please feel that I , and the whole staff team are always here for you if you’d like to talk about your child, or Nursery, to ask any questions or discuss any problems.

Jayne Taylor, Headteacher

At Hirst Wood Nursery School, we believe strongly in equal opportunities for all children and are skilled to support the inclusion of all children with additional needs. The staff are skilful, very experienced educators, who are knowledgeable about how children learn, about child development and care, and have a passionate commitment to childhood, to the Nursery and its aims. We work closely together as an integrated team. Every child belongs to a class group with their “Key Person”, a colleague who will build close, warm and supportive relationships within the group.

Meet the staff

Jayne Taylor	Headteacher & SENDCo	
Samantha Renwick	Assistant Headteacher	
Maple		
Ruth Ball	Teacher (Monday to Thursday)	
Tina Alston	Teacher (Friday)	
Ruth Peacock	Early Years Practitioner	
Angie Nash	Early Years Practitioner	& Sunshine Club
Sarah Taylor	Early Years Practitioner	& Sunshine Club
Claire Hinchliffe	Early Years Practitioner	& Sunshine Club
Liam Glen	Teaching Assistant	& Sunshine Club
Sarah Richardson	Teaching Assistant	
Chestnut		
Rebecca Simpson	Teacher (Monday & Tuesday)	
Rosy Vincenzi	Teacher (Wednesday to Friday)	
Vanessa Keighley	Early Years Practitioner	
Trudy Buckroyd	Early Years Practitioner	
Laiba Ali	Teaching Assistant	



Woodlands

Rosy Vincenzi

Kath Zuchlinski

Melanie Mathers

Amy Whittingham

Grace Fortuna

Karen Dutton

Jayne Bennett

Anam Arzu

Enhanced Specialist Provision

Teacher for SEND

Specialist Early Years Practitioner

& Sunshine Club

Specialist Early Years Practitioner

Specialist Early Years Practitioner

Specialist Early Years Practitioner

Teaching Assistant

& Sunshine Club

Teaching Assistant

Teaching Assistant

& Sunshine Club

Caroline Clough

Administration Assistant

Catering

Alessandra Oddy

Graham Hughes

Cook

Kitchen assistant

Amanda Hardaker

Lunchtime Supervisor

Premises

Darren Greenwood

Repairs & Maintenance Manager

Our Governing Body

Parent Governors

Michelle Litvinov

Ruth Phillips

Governors

Ruth Trattles

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

Matthew Cooper

Bev George

Lucy Mairs

Headteacher Performance Management Committee

Vice Chair of Governors, Named Governor for SEND

Headteacher Performance Management Committee

Local Authority Governor

Andrea Nicholls

Governor for well-being

Staff Governors

Jayne Taylor

Ruth Ball

Caroline Clough

Headteacher & SENDCo

Teacher

Associated staff governor

Clerk to Governors

Wendi Thompson



The Governing Body is a keen, enthusiastic and very supportive group of people who take their statutory responsibilities for the school very seriously. Through their regular visits to nursery, they are very familiar with the life of the school and its philosophy. They share the whole school vision for development and work hard to ensure continuous improvement. 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 and Vision

- **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.

Right from the start... Nursery experience is often a child's first venture alone into the larger world outside the family and the home. What children experience and learn in Nursery can create strong and lasting foundations on which to build in later life, so we believe it is essential that these first experiences are of the highest quality. By working in true partnership with parents we aim to provide a stimulating, challenging environment which is a warm, friendly extension of home, where children and adults can explore, have fun, play, talk and learn together, developing as happy, confident and independent individuals within our community.



In the Nursery, we aim to create a rich, stimulating “learning climate”, the most appropriate in which 3- and 4-year olds live and learn. At first, Nursery may seem a very big, strange place to your young child. Please be patient and be prepared to stay for as long as you and the staff feel is necessary. Children only learn when they feel happy and relaxed. Time spent on really settling in, is time well invested for your child’s security and confidence. Once your children are settled, a quick, definite “goodbye” is best, but please reassure them that you will be back soon to see what they’ve been doing and explain what you’ll be doing whilst they are at Nursery. It is really important to collect your children on time – searching the sea of faces for your mum or dad, nana or grandad, and finding no-one there can be really upsetting when you’re only 3 or 4 years old. Please ensure that your children are brought right into Nursery and collected by adults they know and who are known to us. We use a “password” system to ensure children are safe and secure.

Just Playing?

A high-quality nursery education is about much more than colours and shapes, numbers and letters. It’s about learning to be confident, strong and curious. It’s about developing children’s natural joy and wonder at the world they live in. It’s about having a positive attitude, forming positive relationships and believing in yourself. If children can learn to “have a go”, learn from mistakes and try again, they will succeed in their future learning. Young children learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating – in other words playing. Play is children’s work and playing hard is very tiring!

Your children may be really exhausted and perhaps a bit grumpy when they come home – please make allowances. You’ll want to know what your child has been doing for 3 hours. “Don’t know – Nothing – Just playing”, are common replies! Sometimes children make something, draw or paint, so you can see what they’ve done. Often, they have been very busy learning, but their play has nothing to show for it. Whatever they’ve done, please don’t compare your child with anyone else, or put them under any pressure to make something for you - it’s so easy to knock their self-esteem.

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. When your children come to Nursery School, we build on the foundations which you have laid and will continue to develop at home within your family. You are the most important people in your children’s lives and always will be, so we need your help to ensure that your children progress and achieve success in reaching their potential.

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 Early Years Practitioner 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 appointments are offered termly. At the moment they are via communication calls (telephone) due to increasing Covid rates, times are between 4 and 6pm which parents can find difficult to manage at teatime, and we are short of waiting space should any appointments over run. You will be invited to sign up for a time slot to see your child’s teacher to share their EYLog record of achievement and assessment, 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 if the scheduled time doesn’t work for you.
- Please remember that you are very welcome to ask for a meeting at **any time** by arrangement with the teacher or you can communicate with us by email to office@hirstwoodnsc.co.uk

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.



Once your children are really settled at Nursery, we hope you will be able to stay and help from time to time. Parents and other carers are always welcome in Nursery at any time. You can help in so many different ways – talking with the children, joining in activities, sharing books with children, helping them on the computer, woodwork, baking, playing games, accompanying us on visits, or helping with “jobs” around the Nursery – whatever suits you are great for us. The partnership between the family and the nursery staff is crucial to children’s happiness, wellbeing and development.

Learning is an all day, everyday activity

We have lots of ways for sharing and extending children’s learning, making it a two-way, home-school, continuous experience. All children are different, all are equal and all are valued. We are a very inclusive setting and some of our children have complex special educational needs and disabilities. This is something that we are extremely proud of. Please support our ethos of tolerance and respect for everyone regardless of developmental levels, religion, culture, language or protected characteristics – everyone deserves respect.

Lending Libraries

You can borrow books from the School Library box. Library books are identified on the spine with a ‘Hirst Wood Nursery School Lending Library label - please double check that you are borrowing books that have this label on the back. Adults can also borrow books, please take one and donate one to maintain our stock levels. Thank you.

We have now set up a maths lending library – feel free to borrow games, jigsaws and puzzles to enjoy at home.

The Nursery Curriculum

Young children learn from everything around them – the people, the environment, the atmosphere, the routine, the experiences. All of these elements of the Nursery make up “the nursery curriculum”. All aspects of children’s growth and development are woven together, but it is interesting to look at the different areas of learning separately to understand how young children learn. The Statutory framework for the early years Foundation Stage describes the following 7 areas of learning, with ‘Early Learning Goals’ to be aimed for by the end of children’s Reception year in school.

The EYFS describes 3 “prime areas of learning” – the most important areas for all other learning.

These are:

- personal, social and emotional development
- physical development
- communication and language

The 4 other “specific areas of learning” are

- expressive art and design
- understanding the world
- literacy
- mathematics

The most successful ways in which children learn and develop are through playing and exploring, learning actively, and creating and thinking critically. These are called the “characteristics of effective learning”.



Personal, Social and Emotional Development is about

- forming meaningful relationships with other children and adults
- having respect for other people
- being an individual and also belonging to a community
- being able to express and cope with your feelings and emotions
- becoming independent and helping others
- being able to make choices and taking responsibility
- developing a sense of fairness, what is right and wrong
- understanding appropriate behaviour
- respecting and being able to empathise with others
- having feelings of wonder and joy
- sharing and celebrating festivals, traditions and special occasions.

Communication and Language is about

- developing confidence to be able to express your opinions and make your own choices
- talking, listening, discussing and recalling experiences in a range of different situations
- being able to describe and explain things in your own words, using your own ideas
- listening to stories, anticipating what might happen and responding appropriately to the story
- listening and following instructions and being able to answer questions appropriately.

Physical Development is about

- developing confidence and independence through achievement
- learning to use tools competently
- learning co-ordination and control
- building confidence, stamina, energy and strength
- learning to move in a variety of ways
- expressing yourself through movement
- understanding the importance of exercise
- learning to make healthy choices about food, and taking care of ourselves and our healthy body

Expressive Arts and Design is about

- representing and communicating your thoughts, ideas and feelings in a variety of ways e.g. art, music, movement dance, language and design and technology
- expressing yourself through a wide range of media e.g. paint, clay, drawing, 3D materials
- experiencing and enjoying beauty
- imagining, expressing and creating through individual thoughts and ideas

Literacy Development is about

- believing in yourself as a reader and writer and developing the skills to become one
- enjoying stories and a wide range of reading materials e.g. books, poems, print in the environment
- learning to recognise letters and the sounds they each make
- learning to make marks and give meanings to those marks.



Understanding the World is about

- exploring the local environment
- finding out about the past
- developing an understanding of travelling to other places, distance and maps
- using technology – making models in a variety of ways
- planning, making and designing things
- exploring and solving problems
- using I.C.T. for a range of purpose
- exploring, experimenting and having ideas
- being curious - wondering why, how, what if?
- understanding why and how things happen
- observing carefully and closely
- experiencing and changing materials
- sharing the joy of finding things out with your friends

Mathematics is about

- appreciating pattern, and relationships in mathematics
- logical thinking
- exploring, comparing and describing shapes, quantities, height, etc.
- finding ways to solve mathematical problems e.g. estimating, measuring
- learning to use and understand mathematical language
- understanding and using number
- counting, understanding and using numbers
- calculating simple addition and subtraction problems

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. At the end of the day children have the opportunity to listen to the book of the week (we have a set of core texts and accompanying books that we use throughout the year), and also learn the rhyme of the week (copies available outside each classroom for you to take home).

Learning through enrichment

We offer a wide range of enhancements to our curriculum such as Yoga, Music and Movement, Gardening Club, Sensory Explorers, Dough Disco and All Aboard. Parents will receive a handout for any intervention that their child is participating in so that you can support, extend and consolidate this learning at home.



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 "getting to know you" appointment, during informal discussions and through formal consultations / communication calls
- 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 team meetings and pupil progress meetings, and using the outcomes to plan for individuals and groups.
- Our Records of Achievement on EYLog and their termly assessment data that we share with you
- Our assessments recorded on entry and exit based on Birth to 5 matters and Early Years Developmental Journal (for a small step approach, particularly for those children with SEND)

What should my child wear for nursery?

The simple answer to this question is PLAY CLOTHES! We don't have a school uniform and discourage parents from sending their children to nursery in smart, uniform type clothes. Young children are here to play and that play sometimes can involve becoming quite messy! If you want to buy clothes specific for nursery (to save their good clothes) then please buy cheap joggers/leggings and t-shirts etc. Our advice is please don't send your child to nursery in special or expensive clothes/shoes.

To help us help your child develop greater independence, we ask that you;

- dress them in 'easy' clothes to manage. Dungarees, trousers and jeans with buttons and fasteners can be difficult for young children who are struggling to become independent. Jogging bottoms or leggings are much easier to manage. Shoes with Velcro are also much easier than laces.
- encourage your children to dress and undress themselves, even though it will take a little longer. Let them take off their coats, hang them up and put them on – all by themselves.
- please clearly name any items of clothing which your child is likely to take off at Nursery (written with pen is fine).
- If your child needs to be changed for any reason and comes home in nursery clothes, we would appreciate them being washed and returned as soon as possible.

Thank you.



If you feel the need to go out and buy things for nursery, could we suggest that you look to purchase the following;

- warm, waterproof coat
- gloves
- warm hat
- snow-boots / wellingtons
- snowsuit
- sunhat

Healthy living

We feel that it is important to promote a healthy lifestyle right from the start. We encourage children to play outdoors with lots of opportunities to develop both their bodies and their minds. We use opportunities in the classrooms and at lunchtime to promote good oral health, both in the food we offer and the conversations we have with children.

Snack

At each session children are offered a drink of milk, or chilled water and a “snack” both morning and afternoon. We ask for a voluntary contribution each half term. Snack varies enormously, but it is always healthy. It could be crackers or fruit – apples, oranges, bananas, grapes, etc. or raw vegetables – carrots, celery, sweet peppers or cucumber.

Outdoor play

Playing outdoors is essential for young children, not just for their growing bodies, but for the development of their minds too. Playing outdoors and being close to nature is one of our school values. Because of this, children have continuous access to the nursery garden where they can spend most of the session learning outdoors should they chose to do so. Outdoors they have opportunities for investigation, exploration, for creative experiences, for working together in imaginative play, for sharing and co-operation. We have wellies and waterproofs for every child to wear if the weather or their play becomes wet. We have two Forest School areas, the wilderness garden and the fire and tools area. Both have been rigorously risk-assessed and children are taken in small groups on half termly rotation.

Sun cream

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.

Healthy teeth (oral health)

We try in every way to help children to understand the importance of looking after teeth and encourage all our children and families to follow our Healthy Teeth Policy. Sweets are discouraged even as birthday treats, but especially when you come to pick your children up from Nursery. Why not treat them to a piece of fruit instead? The Flouride Varnish team visit every year, consent forms will be shared in advance of their visit if you'd like to sign up for this valuable service.



Links and partnerships

The Nursery is very much at the heart of the community and enjoys working together with other groups to benefit the children and families locally. We work closely with other schools, childminders and particularly to support transition. We work in close partnership with the other Nursery Schools in Bradford to enhance and extend our practice.

A few guidelines about illnesses

First of all, if children are not well, they are better off at home, whatever they say! If you are not sure, check with the Nursery staff. Please let us know about your child's absence on the first day of being off. Please ring the Office on 01274 584368 to let us know the reason for absence.

Sickness and diarrhoea

In the case of "tummy upsets" it is vital that children stay at home for at least 48 hours after the last incidence of sickness and diarrhoea to prevent it spreading to others. We appreciate that this can sometimes be problematic if you need to get to work, but this is in line with the Local Authority's protocol and helps stop the spread of infection to all children & staff which would have an even bigger impact on people getting to work.

Medication

Nursery staff need to know if your child has any medical conditions or allergies that necessitate a care plan. Please speak to the class teams. We can administer non-prescription medication, but would ask that you complete a Medicines Agreement Form in advance please. As a general rule, children who have been prescribed medicines e.g. antibiotics, are recovering from an illness and are probably not well enough to come to school; however, if children are in Nursery all day and need medicine, we will administer it once a medical form has been completed and signed. Please do not hesitate to discuss any illness or treatment with the staff. We record all administered doses of medication, witnessed by two members of staff and will ask you daily what time you have given your child a previous dose.

Childhood infectious diseases

There are lots of common infectious diseases, which your children will invariably have at some time, perhaps whilst at Nursery. Please let us know as soon as you suspect an infection, or have a diagnosis, so that we can inform other parents. We can also advise you about the minimum exclusion periods.

Allergies

If your child has an allergy to a food, please let us know and we will complete an Individual Healthcare Plan. We can work around specific dietary needs, no problem.

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 Local Authority.



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.

And finally, ...

Thank you for becoming part of our School community. We are proud to have served the children of Bradford since 1932. We would like to urge you to make the most of every opportunity to become involved in life at nursery, to find out more about how young children learn and discover the many ways you can support your child at home, so that they will not only reach full potential, but go way beyond it!

The Hirst Wood Nursery School team