

Welcome to Bedworth Heath Nursery School and Warwickshire Early Years Hub



Warwickshire Early Years Hub
Birth to seven specialist alliance
leading education and training across the West Midlands

"This is an Outstanding School. Children are given time to explore their learning. They show an exceptional ability to concentrate and focus because learning is exciting and engages them from the outset."

Ofsted February 2019

Welcome!

OFSTED Report February 2019

"The leadership team has maintained the outstanding quality of education in the school since the last (outstanding) inspection. The passion you and your whole team have for early education, combined with hard work and commitment, has made sure that the outstanding provision and excellent outcomes recognised at the time of the last inspection have been sustained. In fact, the nursery has continued to evolve and offers outstanding provision that has been further enhanced so that every child, regardless of need, can benefit from the exceptional care and education you provide."



The Staff

Nicci Burton – Executive Head Teacher of Federation

Nursery

- Carole Jackson - Head of School
- Sharon Wood - Federation SENCO
- Barbara Charles - Safeguarding Lead/ Pastoral and Family Support Manager
- Berinder Matharu- Nursery Lead Teacher
- Mary Moore - Senior Early Years Educator
- Cali Wainwright - Senior Early Years Educator
- Simmy Gill - Early Years Educator
- Rachael Greasley - Senior Early Years Educator
- Jo Black - SEND high level needs coordinator
- Jane Newbold - Early Years Educator
- Jin Forman - Early Years Educator
- Jo Blissett - Early Years Educator
- Maxine Harris- Early Years Educator
- Tracy Cooper - Midday Supervisor/Early Years Educator
- Beth Cryer - Early Years Educator/SEND Support
- Chloe Stevenson- Early Years Educator
- Niki Duffy- Early Years Educator
- Rhianna James- Early Years Educator/SEND support
- Liz Roe - In house Supply
- Natalis Herbet - In House Supply

Administration Team

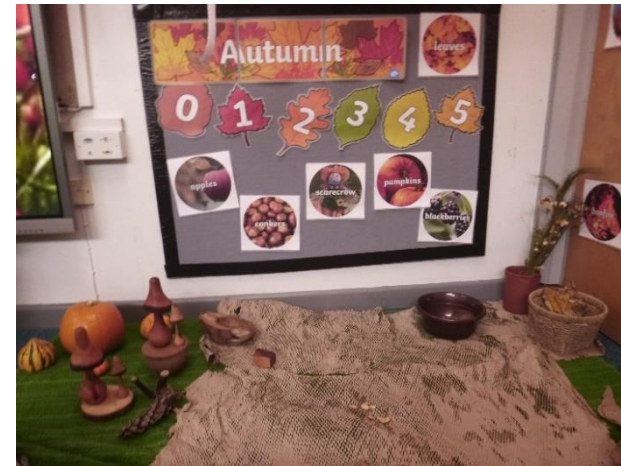
- Karen Barratt - School Business Manager/HR and Finance Lead
- Rachel Brunt - Admin Assistant and Federation Policy Lead
- Tim Barratt- Caretaker
- Barbara Charles - Safeguarding Lead/ Pastoral and Family Support Manager

Warwickshire Early Years Hub


- Michelle Hutton - Project Co-Ordinator
- Lyndsey Hooks- Finance Administrator
- Sarah Simmons-Goldsworthy - Senior Administrator

Our aim is to:

'Provide a rich and stimulating environment which enables the unique child to become a happy, confident and independent learner.'

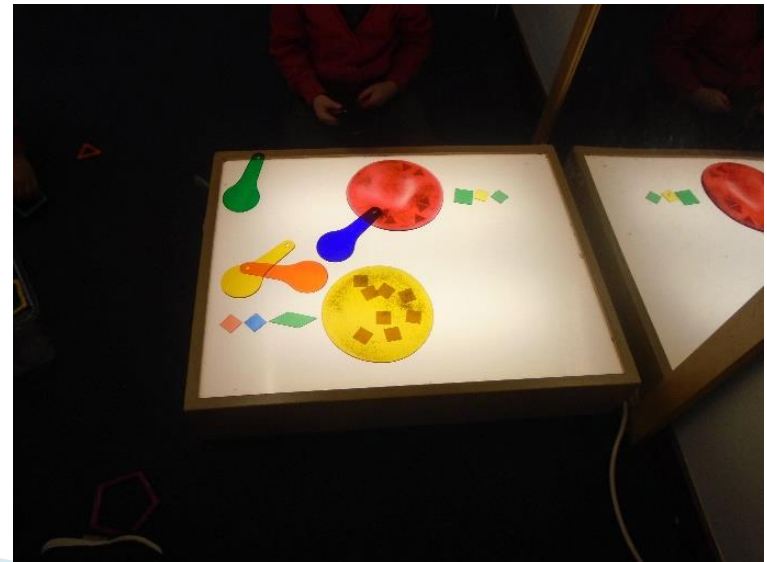


Home / School Partnership

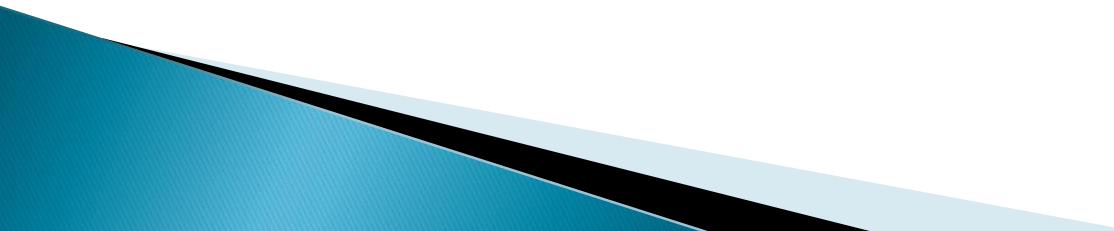
- As a school we want to work in partnership with you to ensure that your child's time at nursery is happy and productive. We ask that you match that commitment through
 - Ensuring regular attendance, but not sending children when they are unwell.
 - Supporting the approach of the school and our golden rules for behaviour.
 - Supporting your child with learning opportunities at home and taking an active interest in their learning at nursery.
 - Keeping us well informed about any changes, problems or concerns that may affect a child's behaviour or learning.
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Attendance

- ▶ Regular attendance at Nursery is known to have a positive impact on children's learning and progress.
- ▶ We expect that all children will have an attendance rate of 96%. We analyse attendance every half term and where this drops to 85% we write and notify you.



Key Person

- ▶ Your child will be linked to a key person. They will be the person that you connect with daily. They will hold meetings with you to discuss your child's progress.
 - ▶ As a setting we believe that every educator plays a part in your child's education and as a team we discuss and reflect on every child's learning journey and next steps.
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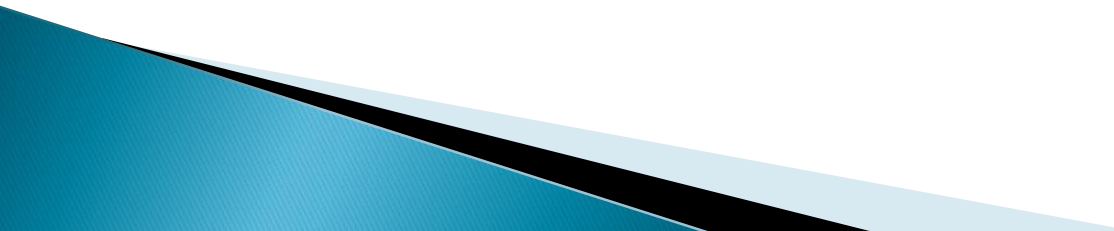
Communication

- ▶ Daily a member of staff will be on the gate to welcome your child into nursery and say goodbye to them at the end of the day.
- ▶ We will send out fortnightly emails that share the key learning focuses in nursery. Stored on the website.
- ▶ We will send out a monthly newsletter. Stored on the website.
- ▶ Your child's keyperson will organise a hello call and discuss how your child has settled into nursery, your child will then have a spotlight meetings to discuss their learning journey and next steps will be put together.
- ▶ Please visit our website which has a great deal of info to share with you.
- ▶ Please do send any photos of your children's learning experiences and wow moments to admin1002@welearn365.com.

Organisation 15 hours

- Children can access 15 hours Nursery Education each week, organised into 5 sessions of 3 hours.
- Morning times are: 8.30 - 11.30 am & afternoon times: 12.30 - 3.30pm. **Please arrive promptly**, to maximise the children's learning opportunities.
- The change between the end of the morning and the afternoon session is very tight. Therefore, we request that you collect your children as promptly as possible and to assist with this, gates will open at 11.20am and 3.20pm. Continual late collection will be charged for as we will have to provide extra staff to care for your child.

Organisation 30 hours

- Children can also access 30 hours Nursery Education each week if parent(s) are working and meet the eligibility criteria.
 - Parents/carers need to access a code from the Government website and provide the School with the code. This code has to be re-validated every term.
 - 30 hour Children arrive at 9.30 - and finish at 3.30pm. You may purchase an additional hour to facilitate an 8.30 am start.
 - Please arrive promptly to ensure we can maximise the time for children's learning opportunities.
- 

Independence

Over the next weeks please can you help your child prepare for nursery through:

Feeding themselves / making choices around healthy snacks

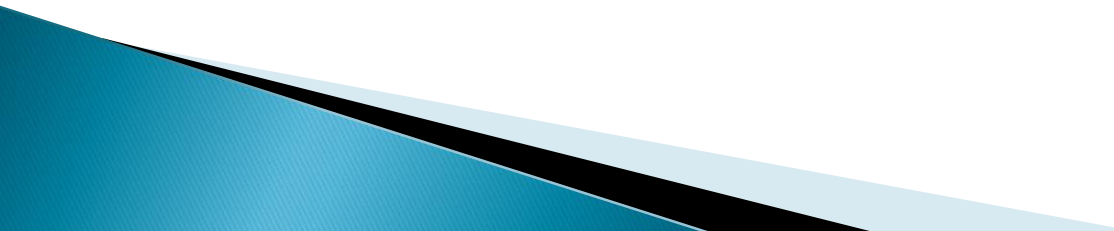
Promoting a toileting routine if your child is ready

Hanging up their own coat

Managing their own clothing and shoes



Early Years Foundation Stage Curriculum

- Children follow a planned curriculum through the Early Years Foundation Stage which is a statutory requirement.
 - 3 'Prime' areas of learning are covered which focus on the skills and attitudes children need to learn
 - 4 'Specific' areas are also covered which focus on the knowledge children need to acquire. The 7 areas of learning are interdependent
 - Learning is through a play based approach which takes account of children's interests and starting points. Educators carefully plan building on your child's prior knowledge and build their skills in each of the curriculum.
 - We teach children through a focus on Playing and Exploring, Active Learning, Self Motivation, Being Creative and Thinking Critically.
 - We have high aspirations for all children who attend our Nursery and we would encourage you to work with us to ensure they achieve their potential. This includes attending your child's spotlight meetings, working on next steps alongside us, joining us for family learning workshops throughout the year and encouraging your child to take home a library book weekly.
- 

Personal, Social and Emotional Development

Successful personal, social and emotional development is vital for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. It is crucial that adults provide the experiences and support that young children need to develop a positive view of themselves.

OFSTED Report February 2019:

The development of the whole child is the ambition shared by all. It is the focus of every activity and decision taken. The learning environment continues to evolve to provide a stimulating, exciting place to learn. Not a single moment of learning is lost during the school day. Staff expertly and swiftly spot opportunities to take children's learning further. Interactions between adults and children are of the highest quality. Consequently, children make outstanding progress from their very low starting points.



Communication and Language

This area of learning includes:

Speaking & listening in different situations and for different reasons

Learning to pay attention

Developing a wide vocabulary and clear ability to use speech to communicate

Developing a wide understanding of language as we communicate with them and they communicate with each other



Physical Development

Physical development is about improving skills of co-ordination, control, manipulation and movement.

It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy & active.

We focus on health and self care and the development of good skills in 'moving, handling and manipulating' tools and resources.



Literacy: Reading & Writing

We aim to develop a love and understanding of books, enjoyment of stories and rhymes and to teach all of the skills needed to be able to read and write.

For example, the ability to thread beads onto a string supports the hand eye coordination needed to pick up and manipulate a pencil across a sheet of paper.



Mathematics

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes & measures.

Mathematical understanding should be developed through stories, songs, games and imaginative play so that children enjoy using and experimenting with numbers, including numbers larger than 10.



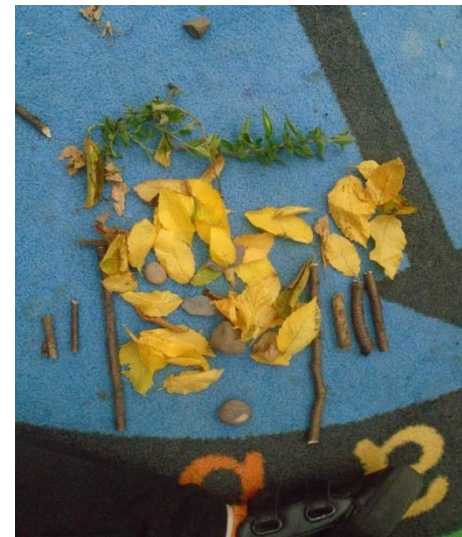
Understanding the World

- In this area of learning, children are developing the important knowledge, skills and understanding that help them to make sense of the world.
- This forms the foundation for later work in science, design & technology, history, geography within a technologically and ecologically diverse world



Expressive Arts and Design

- This area of learning includes art, music, dance, role-play and imaginative play.
- Being creative enables children to make connections between one area of learning and another and so extend their understanding.



OPAL (Observation of Play and Learning)

Spotlight 1



Name: Joe Bloggs

Date of Birth: 16.7.2019

Milestone month: 42

Start date: September 2022

Key Person: Mary

Current Date: January 2023

Current Interests:

Joe always has a big smile in nursery, which always makes me smile too. I love to hear all about Joe's world, he has amazing vocabulary and is able to talk about his thoughts and share his knowledge really well. At family times, Joe loves to answer questions and share his experiences and ideas.

Joe now explores the whole nursery and will chose activities to engage in. Joe likes to talk to familiar adults and engage them in his play, he loves playing football and scoring goals. Joe likes to play with the telephone in the home corner, he likes to call mummy and daddy, within his play, showing just how important his family is to him. He shows great pride in his achievements, such as building a tall tower, even taller than him.

Joe enjoys listening to stories and has good recall on favourite stories such as 'Room on the Broom'.

**Look at the progress I have made since my Starting Points:**

1. Joe now responds well to questions and instructions, especially when you use his name at the start.
2. Joe enjoys making marks using circles. He holds a pencil in his right hand with a simple tripod grip
3. Joe loves to join in when we sing number rhymes. His favourite is 5 Little Men in a Flying Saucer.

Opal Milestones				
Personal, Social and Emotional	Communication & Language	Physical development	Literacy	Maths
MET/ NOT YET MET	MET/ NOT YET MET	MET/ NOT YET MET	MET/ NOT YET MET	MET/ NOT YET MET

What next? (Targets from milestones)

1. Joe enjoys listening to stories and making up play scenarios.
2. Joe knows how to solve everyday problems in their play e.g. how to get water from one place to another.

Strategies – What will adults do to provide/support learning:

1. Staff to share a broad range of stories and encourage Joe to recall well known traditional tales. Adults to model telling stories using props and puppets.
2. Staff to encourage Joe to solve his own problems in play e.g. how can he add another brick to a tall tower. Staff to use language such as – “I wonder how...” “What would happen if...”

Parent/ Carers view

Review of Opal Milestones – Date –

Personal, Social and Emotional	Communication & Language	Physical development	Literacy	Maths
MET/ NOT YET MET	MET/ NOT YET MET	MET/ NOT YET MET	MET/ NOT YET MET	MET/ NOT YET MET

Review

1. Joe really enjoyed pretending to be the wolf in the story of the 3 Little Pigs when playing outside. He also used small world characters from the story with his friends, saying in a loud voice, “I’ll huff and I’ll puff and I’ll blow your house down.”
2. Joe worked co-operatively with his friends to build dens using crates and large blocks and worked out that he needed string to tie the crates together.

We will continue to encourage Joe to use these new skills to explore other stories and access resources that he needs independently.

A background image showing several young children in a classroom or playroom. They are gathered around a table, engaged in an activity that involves green material, possibly grass or a craft project. One child in the foreground is wearing a pink shirt with a large bow. Another child is wearing a white hoodie with 'MT-BUDE' and 'CHITTO' printed on it. The setting appears to be a typical early childhood education environment with wooden paneling and various toys or materials on the table.

Typical Development at 42 Months

Personal and Social and Emotional Development

- Shows awareness of the feelings of others.
- Knows what they want to play with and where to find it.
- Plays with others.

Communication and Language

- Sings songs and rhymes.
- Talks with other children.
- Listens and responds to things said by others.
- Able to follow an instruction with two parts e.g. Get your coat and open the door.

Physical Development

- Uses the toilet independently.
- Climbs, runs and jumps with confidence.
- Uses toys and tools safely.

Literacy

- Enjoys listening to stories and making up play scenarios.
- Makes many different marks, including closed shapes, e.g. circles.

Maths

- Knows how to solve everyday problems in their play e.g. how to get water from one place to another.
- Recognises some numbers and shows an interest in counting.

Our Forest and ecosystems at nursery

- ▶ By participating in engaging, motivating and achievable tasks and activities in a woodland, children have an opportunity to develop intrinsic motivation, sound emotional and social skills.
- ▶ Our children will have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others.
- ▶ We access our forest in all weathers (except for high winds and thunder and lightning storms). Children play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated.
- ▶ *We are looking at our nursery ecosystem and how we can use our forest area to support our children in recognising the importance in looking after the natural world around us.*



Fundamental Values

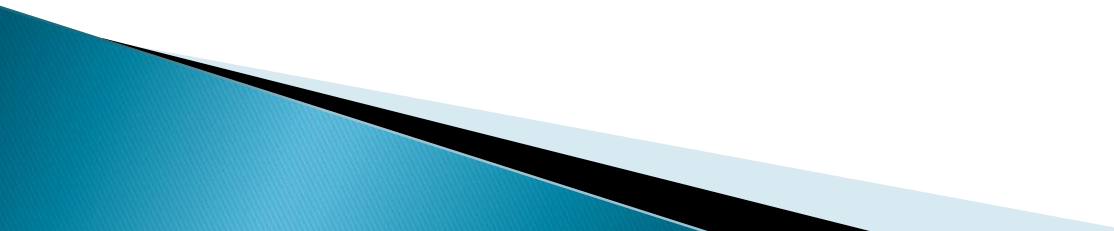
In our daily ethos and values we will be promoting the following four statements.

- ▶ Democracy: making decisions together
- ▶ Rule of law: understanding rules matter as cited in Personal Social and Emotional development
- ▶ Individual liberty: freedom for all
- ▶ Mutual respect and acceptance: treat others as you want to be treated

See the prospectus for further information.



SEND (Special Educational Needs and/or Disability)

- ▶ Federation SENCO - Sharon Wood
 - ▶ An inclusive Nursery Environment
 - ▶ A sensory Area base
 - ▶ One to one support staff/enhanced ratio
 - ▶ Close working with other professionals - IDS, Physio, SALT
 - ▶ Educational Health and Care Plan pathways
- 

Nursery Fund

Every family is asked for a voluntary contribution of £1.50 per week, which can be paid directly into Nursery account.

This is used to fund extension activities e.g. artists and storytellers

It is also used to buy cooking ingredients, bulbs for planting and food for the snails.



Sponsorship



Thank you!!

Thank you all so much for your support with our Nursery Federation 40 challenge! It has been wonderful to see such unity across our nursery community in raising money for a defibrillator for each school and a donation for Freddie's Wish Charity.

We have worked together to raise a tremendous £3384.80.

What an amazing way to show our children that we can work together for a cause and achieve our goal! Amazing! Thank you!



A Word of Warning!

- Children may get messy at Nursery so please send them in old clothes - we support the children in getting to know the materials they are working with - paint, water, mud!
- Better still - send them in school sweatshirts and joggers / trousers & school jackets.
- Cheap 'school uniform' is more economical and washes more easily than 'best' clothes.

(see website for purchase information)



Safeguarding

- ▶ The School has a legal responsibility under Section 175 of the Education Act 2002 to **'ensure arrangements are in place to safeguard and promote the welfare of children'**.
- ▶ Through their day-to-day contact with children and direct work with families all staff have a crucial role to play in noticing indicators of possible abuse or neglect.
- ▶ Where concerns are raised there **is a legal duty** to refer these to the appropriate agency such as Children's Social Care.
- ▶ When requested by such an agency, The School **must** supply a report with regard to a child's care, learning and development and attend any subsequent child protection meetings as required.
- ▶ The School is required to document all cause for concerns and we will discuss these with families', unless that discussion could place a child at risk of harm

Safety on site

- Please ensure the Gate is shut at all times !
- Please do not park cars across neighbours' driveways or on the yellow zig-zags outside school. Please do not park over the fire hydrant opposite Nursery.
- No smoking (including E-cigarettes) on site.
- No dogs on site (except for guide dogs).
- Sensible clothing - Autumn / Winter: coat, hat & gloves
Summer: a light coat and sun hat and covered shoulders at all times.
- Sensible shoes only please ! No flip flops, high heels etc

Ofsted 2019

There is a strong culture of safeguarding across the school. Children are very well cared for and safe. You have ensured that all safeguarding arrangements are fit for purpose. The care and concern you show children and families is second to none.

Protective Behaviours

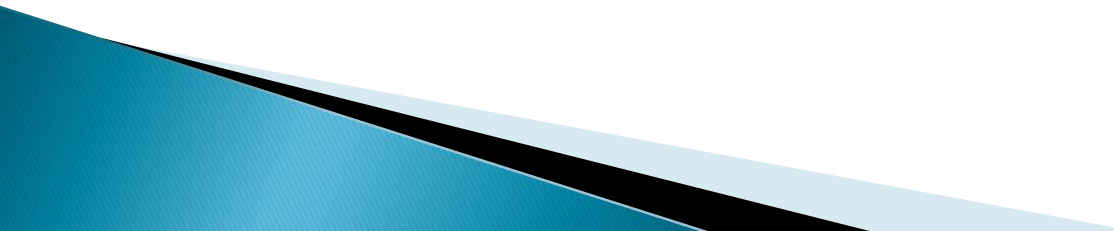
Protective Behaviours is a framework for **personal safety** consisting of **2 Themes** and **7 Strategies**. This is very different from the 'lock your doors', restrictive approach to personal safety - it is a dynamic, confidence building, empowering approach that links safety with having adventures and taking risks.

'We all have the right to feel safe all the time.'

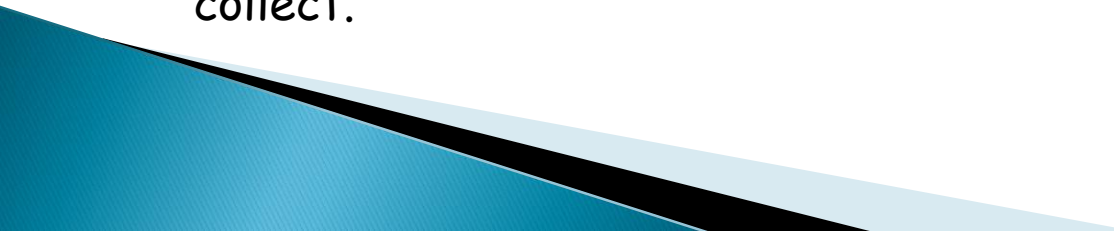
'We can talk with someone about anything, even if it feels awful or small.'

PBs encourages the development of a clear 'support network' which we can call upon having identified that we are feeling unsafe. On the support network we would ideally have 5 people who might be able to help us do some **problem solving**. They might be people who ask questions so that we can come up with our own solutions; they might be people who actually give some advice; they could be friends or family or people at the end of a help line - sometimes it's easier to 'phone a help line as they, and us, remain anonymous. It doesn't necessarily have to be about something that's really terrible; it might be that we need to mull things over, or celebrate an achievement. Having four people plus the ones at home, is suggested so that we have got a bit of variety and have back up options if our first choice of contact is unavailable.

So if we believe we have the right to feel safe and have a support network we then have the opportunity to push the boundaries and take a few risks - not restricting ourselves and staying indoors all the time, but getting out there and having some fun.




Requests From Us

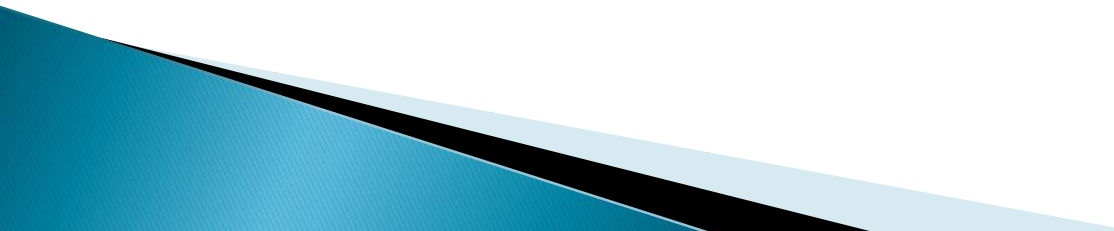
- ▶ No mobile phones to be used in any teaching and learning spaces, we would like to encourage you to end all calls before coming on site. (Staff and families!)
 - ▶ Mind your language - Our children have acute hearing! Please remember to moderate your language on site and around the School.
 - ▶ Photographic/video images: Permission must be granted by parents / carers for photos to be taken and used. Images are stored securely. Cameras are owned by the School, not individuals.
 - ▶ Identity badges are issued to staff. All staff and families are encouraged to challenge any visitors to site not displaying an ID badge.
 - ▶ A **password system** is used if the nominated carers are unable to collect.
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Support for home

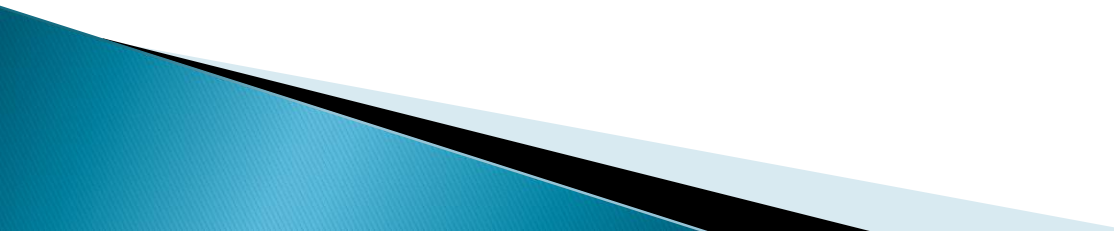
We are able to support families with a variety of issues including:

- ▶ Behaviour
 - ▶ Toilet training
 - ▶ Sleep
 - ▶ Mealtimes
 - ▶ Wider issues such as debt, housing, employment and benefits or Domestic Abuse.
 - ▶ Please speak to Barb who is family link and happy to help.
- 

Routines that will help you and your child:

- ▶ Try and establish a good bedtime routine– nursery is exhausting for little ones!
 - ▶ Ensure they have had breakfast or lunch before arrival– children will need lots of energy! (tell us if this has not been possible when you drop off and we can help)
 - ▶ If your child is in a nappy send them in a fresh nappy on arrival, so they can get busy learning straight away.
 - ▶ Toilet train when your child shows they are ready. We will work with you to do the same at nursery.
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Please contact us if you have any more questions:

- ▶ Bedworth Nursery School and Warwickshire Early Years Hub
 - ▶ Glebe Avenue
Bedworth
Warwickshire
CV12 0DP
 - ▶ Tel/Fax: (024) 77 752392
 - ▶ Email: admin1002@welearn365.com
 - ▶ Bedworth Heath Nursery School Facebook page
 - ▶ School website:
<https://www.bedworthheathnurseryschool.com/>
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Atherstone Nursery School

- ▶ We are federated with our sister school Atherstone Nursery School and we collaborate and work in partnership with a shared vision and values.



Any Questions?

