

# BEACONSFIELD PRIMARY SCHOOL



## NURSERY SCHOOL PROSPECTUS 2016-2017



## HELLO AND WELCOME

It is hoped that your association with the Nursery of Beaconsfield Primary School will be a happy and beneficial one. We are glad to have the opportunity to work with you, as we believe that education is the combined venture of the children, their parents and the staff in the nursery and the whole school community.

### Contact Details

Address: Beaconsfield Road, Southall,  
Middlesex UB1 1DR

Telephone: 020 8574 3506

Email: [admin@beaconsfield.ealing.sch.uk](mailto:admin@beaconsfield.ealing.sch.uk)

Website: [www.beaconsfieldprimary.org.uk](http://www.beaconsfieldprimary.org.uk)

Head Teacher : Mr Woods  
Senior Assistant Head Teacher : Mrs Tonge

Nursery Teacher: Miss Paignton

Classroom Assistants: Ms S Mohammed

### Session Times

Morning Session: 8:30 am - 11:30 am

Afternoon Session: 12:30 pm - 3:30 pm



bienvenidos  
欢迎 **bienvenue**  
**benvenuto**  
يف لىب اب حرم  
willkommen *salve*

## PUNCTUALITY AND RESPONSIBILITY



Please be punctual! Your child will miss the start of the session's activities if you are late arriving and disrupt other children's learning. Also, many children become distressed if parents are late to pick them up. If this is unavoidable, a quick phone call would be appreciated. Teachers also have to attend after-school meetings and are made late if the children are picked up late. Being on time helps in the smooth operation of the nursery.

Your child must be brought to and collected from the Nursery by a responsible adult over the age of 16 years. (Children cannot be given the responsibility of supervising 3 and 4 year old toddlers.)

If someone else is collecting your child, please inform the nursery staff. Please also inform the staff if you wish to collect your child early.

If you move address, change telephone numbers or for some reason can't be contacted by telephone, please inform the school office as soon as possible so that we can update our records.

## ATTENDANCE



If your child is away from school you must inform the school office. You must ring the school office on 020 8574 3506 and bring a letter explaining why they were absent on their return. We expect all children to attend regularly. If your attendance is very low we may have to consider withdrawing your place.

***ALL ITEMS OF CLOTHING THAT CHILDREN BRING AND WEAR MUST BE CLEARLY NAMED.***

## COOKING MONEY



Parents are asked to pay money which is used to buy ingredients to do cooking activities with the children regularly.



The amount is **£5 each term** to be sent at the **START** of each term in A NAMED ENVELOPE.

## TOILET TRAINING

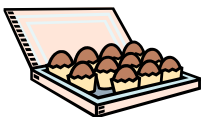
We expect that children in nursery have been toilet trained by the time they start. Due to staffing difficulties we may have to withdraw a nursery place if children have not been toilet trained. Staff can advise you on strategies to support toilet training at home. **It is your responsibility as a parent to toilet train your child.**

## SHOES



Please make sure your child wears **sensible shoes** that are safe for him/her to play in. That is, shoes he/she can run and climb in, that are flat and fit well on his/her feet and have 'grip' or 'tread' on the soles. **No sandals, lace ups or shoes with flashing lights.**

## BIRTHDAYS



Birthdays can be a very special occasion for the children. On this day you may wish to send some chocolates for your child to share with their class. Please send a box with enough small chocolates for 30 to share. *(Please ensure that **they do not** contain nuts or nut products or gelatine). Please do not send lollipops as the sticks can be dangerous.*

Unfortunately **we cannot accept cakes and party bags to be shared for birthdays.** (Please do not send these items in to the Nursery).



## LIBRARY



A children's library will be provided for the children to use later in the year. Parents will be notified by way of newsletter as to the exact day. If you want to borrow books you will need to buy a school bag from the school office.

## TREASURES FROM HOME - NO TOYS ALLOWED

While we do not wish to dampen your child's excitement and enthusiasm we ask that their toys stay at home. We cannot accept any responsibility for loss or damage to personal items.

## PARENTS IN THE NURSERY



Parents play an important and valued role in the education of their child, and so we welcome parents to become involved in their child's nursery education.

Parents can help by:

- Visiting the nursery and joining in with activities as a volunteer
- Reading the notice boards, newsletters and school website
- Supporting and encouraging your child to feel good about what he/she tries and what he/she accomplishes
- Discussing any problems or worries with the teacher
- Offering to share any hobbies, interests or expertise you may have with the children (e.g. playing any instrument, pottery, cooking, etc)
- Reading and sharing stories with your child at home.

## PARENT INFORMATION



Please read any notices on the board located at the entrance of the Nursery to keep in touch with what's going on. You will also be kept informed through the school newsletter. Please read these as they will contain information you need to know about activities and events within the school. Other information including term dates can be found on the school website.

([www.beaconsfieldprimary.org.uk](http://www.beaconsfieldprimary.org.uk))

## NURSERY PROGRAMME

The Nursery programme is planned to develop the child socially, emotionally, physically and intellectually. The Nursery follows the Early Years Foundation Stage (EYFS) Curriculum. This has seven important learning areas that the programme is planned around. These are:

### Three Prime areas of Learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### Four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design



Your child is the central focus for the Nursery programme. The experiences and knowledge children bring to our class are greatly valued. The Nursery staff aim to work closely with parents and caregivers to support children's development during the nursery year.

At Nursery, children are encouraged to:

- Feel secure and confident in their own ability
- Use language to communicate with others
- Form basic concepts, which help them understand the world we live in
- Share and co-operate with others
- Develop necessary physical skills
- Develop thinking skills
- Explore the environment



Play is the major medium in which young children learn. Play offers each child social experiences, the opportunity to try things, explore, talk, express, think and more. So please do not become alarmed if your child says: "I just played today". Play is a means for learning.

## SHARING INFORMATION

Events in family life, such as trips, moving house, a major illness, visit of grandparents or other relatives, an accident or death of relatives, friends or pets can be a major concern or excitement for children and may markedly affect their behaviour. It is important for the home and nursery to share information which may affect children and we would appreciate it if parents would inform teachers, when dropping off or picking up children, of any unusual happening. Any shared information is confidential.

## WAYS TO HELP YOUR CHILD AT HOME

It is not necessary to sit down and work ten minutes a day on any of these activities. Talk about what you are doing as you go about your daily tasks.

### Gross Motor Development



It's time to be active. Young children need to develop their large muscles. Encouraging your child to run, jump, climb, hop, gallop, balance, crawl and dance. A children's playground in a park is a great place for your child to enjoy being active. Play catch. Throwing and catching games develop eye-hand co-ordination skills. For indoor throwing games try balloons or foam balls.

### Encouraging Early Language

#### Why is it important?

Your child needs to be able to follow the language being used around them in order to understand the world. Until your child is able to understand language, they will find it difficult to use language confidently themselves. Your child needs to realise that talking helps them to get what they want. If your child tends to point and make a noise instead of talking, it might be because they don't know the words to use.

### Home Languages and 'English' Language

We know that most children in our Nursery are using and are exposed to on a daily basis their home languages. It is important the children **continue to learn and develop their skills with their home language along with 'English'**.

Equally, the language used for education is 'English'. All children need to be encouraged to use and learn English as well at school and at home.

It is important that parents / carers develop the fluency of their home language and in 'English'.

**OK, so how do I do this?**

	<ul style="list-style-type: none"> <li>• Use all situations as opportunities for talking, especially those times that are fun for you both e.g., bath time, play times, meal times, days out etc.</li> <li>• Leave deliberate gaps for your child to tell you what's wrong when you do silly things, like giving them a cup with no juice in, or putting their socks on their hands.</li> <li>• Encourage your child to name the item they want, rather than relying on 'yes' and 'no', e.g. Do you want <u>milk or juice</u>? Instead of Do you want milk?</li> <li>• Pause after your sentence so that they have time to respond</li> <li>• Tempt your child to talk by using a toy, activity or food they enjoy             <ul style="list-style-type: none"> <li>○ When playing with bubbles, blow one bubble and wait for your child to say they want more....</li> <li>○ Put their favourite toy out of reach...</li> <li>○ Give your child one crisp out of a packet...</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Talk about what your child is doing rather than asking them questions, e.g., what's teddy doing? becomes teddy's sleeping where's the car? becomes car's in the garage what's that? becomes you're jumping!</li> <li>• Repeat back what your child has said and add another word. So if they say juice, you could say more juice, juice gone, Tommy's juice, etc.</li> <li>• Say a sentence, but then repeat it in a simpler way, e.g. Let's put your coat on and go out to play in the park...(pause) Coat on...(pause) Coat on... (pause) Play in the park!</li> <li>• Your child may benefit from repeated models of similar phrases. For instance: "she is wearing a red shirt" "she is wearing blue trousers"</li> </ul>
	<ul style="list-style-type: none"> <li>• Use hand gestures/signs when giving your child instructions.</li> <li>• Stress the important words in your instructions, e.g., <i>put your <u>cup</u> on table, give <u>mummy</u> a <u>drink</u></i></li> <li>• Split longer instructions into smaller chunks e.g. if you want to say "put your book on the shelf and your teddy in the basket" say "book on [with sign] shelf "(wait for child to do) "teddy in [sign] basket"</li> <li>• Use short sentences with your child. As your child gets used to following short sentences, you can make them longer, try to use words that your child knows well</li> </ul>





## Reading

Read to your child often. Stop in the middle of a familiar story and ask them what they think will happen next. As a parent you are your child's most important teacher. Talking with your child, listening to them, having a good time with them are the best kinds of teaching.

Join Southall Library and go regularly. It is a fantastic source of free books.

## Drawing and Markmaking



Encourage your child to use the **Correct Pencil Grasp**

The most usual pencil hold is the tripod grasp:

- ▶ The pencil is held between the thumb, index and middle fingers
- ▶ For right-handers, it is held about 2.5 cm from the tip
- ▶ Left-handers need to hold the pencil further up
- ▶ The pencil rests on the inside of the middle finger between the nail and the joint
- ▶ The tip of the thumb rests on the side of the pencil opposite the middle finger
- ▶ The tip of the index finger rests on the top of the pencil between the middle finger and the thumb
- ▶ The pencil points along the arm towards the shoulder

Whilst the type of pencil grasp may not seem to be a problem at first, an incorrect grasp tends to lead to difficulties when the child reaches the higher school grades. Difficulties can include slowness, tiredness, poor pencil control and difficulty seeing what is written. Staff can demonstrate this grip to you if you ask them.

Children need to have lots of experiences holding pens, pencils and crayons to develop their pencil grasp so at home encourage them to **DRAW! DRAW! DRAW!** Talk about their drawings with them.

If you are helping your child to learn how to recognise and write their name, make sure you use a capital and smaller case letters like this - *Manisha Saad*.

## Numbers to Ten

- Count to ten often. Show your child the numerals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- Count cars, lights, doorknobs, buses .... Anything! Encourage them to point to or touch the objects as they count. This will help them to be more accurate.
- Tell them to give you two shoes, one cup, five spoons



## Prepositions of place and position

Your child should learn the meaning of *on*, *in*, *under*, *next to*, *in front of* and *behind*. Ask them to stand on a chair, get in a box, sit next to the refrigerator, and stand in front of you. Now have your child put an object - a toy car or a crayon - in a box, on a table, next to the bed, behind a chair, and in front of the TV. Other words to use for playing these position games are *through*, *above*, *between*, *around*, *over*, *below* and *beside*.

## Body Parts

Have your child name a part of his body while you talk about it. "Yes, that's your ear. You hear with your ear. What do you do with your ear?" It's hard to describe a use for all body parts. Name some like shoulder, heel, elbow, ankle - and give uses for others - eyes, nose, mouth, legs. Begin to talk about left and right. "Here is your right knee. Show me your right foot".

## Colours



Name the colour of the clothes your children wear, the food they eat and things around the house. When you are away from home, talk about the colours on the traffic signs, billboards or food packages. Talk about some colours every day. If they have trouble remembering a particular colour spend at least one week pointing out and talking about just that colour. Learning colours happens over a period of time, so keep on talking about colours and take the time until your child knows them.

Spend two or three minutes several times a day doing these or similar activities.

## HEALTH POLICY



Children with infectious childhood diseases must be excluded from nursery for specified times. Parents are required to notify the nursery at once if your child becomes ill with an infectious childhood disease. Speak with your GP to ensure that all vaccinations are fully up to date for your child.

In case of minor ailments, parents are asked to use their own judgement about whether a child is fit to attend. The nursery reserves the right to exclude a child from attendance if, at our discretion, it appears that the child may not be well enough to mix with other children. This does not mean children stay home for every sniffle and cough. Being around other children is very important in letting your child develop natural 'resistance' and 'immunity'.

Should a child become ill during the session, the parent will be notified so that the child can be taken home as soon as possible. All contact numbers must be up to date so we can find you quickly in an emergency.

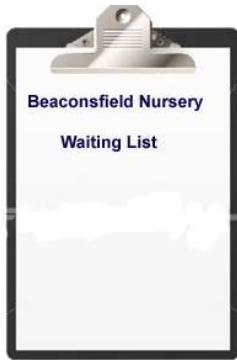
### Head Lice



Head lice can and do occur in our school from time to time. To help control this, hair should be checked frequently, particularly the nape of the neck, under fringes and behind ears. Other family members should be checked and treatment commenced if necessary. It is also advisable for long hair to be tied up or braided at school. Preventative measure in the case of an outbreak include cautioning children about using other people's combs, brushes, hats, scarves, etc. and regularly checking children's scalps each week.

***Head lice do not just "go away"!!***

Parents are reminded that it is your responsibility to treat the problem as and when it occurs and that the only way of so doing is with prompt, persistent treatment. Head lice are not a sign of a lack of cleanliness or care or something to be ashamed of. In fact, head lice like, clean hair and scalps. However, parents need to be constantly watchful. Information on head lice is available at the school. If your child develops a case of head lice, inform your child's teacher.



## WAITING LIST

Please note that the children's names may be placed on the waiting list for Nursery during the year in which they turn three years of age.

## RECEPTION ADMISSION

Unfortunately a place in nursery **does not ensure a place in the Reception class of the school**. Children eligible to apply for admission to Reception will be supported with the application process. Places for Reception are allocated using the London Borough of Ealing admissions criteria.

All applications are managed and co-ordinated by London Borough of Ealing. Staff will inform you when it is time to apply and school will arrange information meetings. Places for Reception are allocated using the admissions criteria.

## COMPLAINTS PROCEDURE

We want your child to be happy and safe at Beaconsfield. Most issues can be solved quickly and easily, when and if, they arise and we ask you to follow four steps

### Step 1 - Talk to the Teacher

The first thing to do is to talk to the teacher involved. You will need to make an appointment at the School Office to do this, especially if the complaint is complicated or likely to take a while to resolve. Please do not try to see the teacher during the school day as they will be teaching at the time. The vast majority of concerns will be satisfactorily dealt with at this stage. However, if you are not satisfied with the result at Step 1, please write or call the school with 10 school working days and state what you would like the school to do. The school will then look at your concern/ complaint at the next step.

### Step 2 - Concern/Complaint heard by the Senior Assistant Head Teacher

This should only happen if Step 1 has been completed or if the issue is

particularly serious or urgent. Your concern/ complaint should be put in writing and addressed to the Senior Assistant Head Teacher. The school office logs the receipt of your concern/ complaint, including the date it was received. This would normally happen within 3 working days. In many cases this response will also report on the actions that the school has taken to resolve the issue.

Alternatively, a meeting will be arranged for you to see the Senior Assistant Head Teacher within 10 school working days. The aim is to resolve the matter as speedily as possible. Afterwards the school will write to you saying what it has decided. We hope that the decision will satisfy you, but if not you can go to Step 3. Please write to the school within 10 school working days stating why you are still not satisfied and what you would like the school to do.

### **Step 3 - Concern/Complaint heard by the Head Teacher**

This should only happen if the matter has not been resolved at step 2, unless the issue is particularly serious or urgent. Your concern/ complaint should be put in writing and addressed to the Head Teacher. The school office logs the receipt of your concern/ complaint, including the date it was received. This would normally happen within 3 working days. The head teacher will undertake additional investigations and/ or convene a meeting within 10 school working days. The aim is to resolve the matter. Afterwards the school will write to you saying what it has decided. We hope that the decision will satisfy you, but if not you can go to Step 4. Please write to the school within 10 school working days stating why you are still not satisfied and what you would like the school to do.

### **Step 4 - Go to the Governors**

If the matter has not been resolved at step 3, then you should write to the 'Chair of the Governing Body' at the school address giving the details of your complaint / concerns, explaining your reasons for pursuing it beyond the Head Teacher's response and enclosing copies of any paperwork or documents. You may use the attached form if you prefer. The Governors will either respond in writing to your concern/ complaint or they may arrange a meeting of the Governing Body Complaints Appeal Panel with at least three of the Governors within 10 school working days. The aim on the Appeal Panel Hearing is to impartially resolve the complaint and to achieve reconciliation between the school and the complainant. All parties will be notified of the Panel's decision in writing within 5 working days after the date of the hearing. The letter will also contain what you need to do if you wish to take the matter further. The Governors Appeal Hearing is the last school-based step of the complaints process.





## Step 5 - Complaint to Secretary of State for Education

If the matter has not been resolved at step 4 and you believe the governing body has acted unreasonably or is failing to carry out its statutory duties properly, then you should write to the Secretary of State for Education giving full details of your concerns and the reasons why the complaint is being submitted. You should enclose all previous correspondence relevant to the complaint. This information should be sent to the Department for Education.

(Please see a copy of the full "Concerns and Complaints Policy") on the school website - [www.beaconsfieldprimary.org](http://www.beaconsfieldprimary.org)

### AND FINALLY

We welcome you! We welcome your interests and your visits. Don't hesitate to discuss any queries or worries that you may have regarding your child's education with the nursery staff or with a member of the school leadership team.

Our successful school is expanding and growing with new buildings and facilities. (We hope that your time at Beaconsfield Primary School Nursery will be a happy and worthwhile experience for your child and your family).

Yours sincerely



**Mr Dave Woods**  
**Head Teacher**

