

WELCOME TO COLERIDGE NURSERY



THE NURSERY TEAM



Stuart Goodey- Teacher



Sharnell Sylvester- TA



Sharon McEvoy- TA and
Extended Day



Hakima Bali- TA and
Extended Day



Tanya Newman- TA
and Breakfast Club



Jean Stellard-
Lunchtime Assistant

Jenna Brown-
Lunchtime Assistant



Deborah Rivet-
Breakfast Club



Zelia Ouaa-
Extended Day



Louise Mattocks-
Extended Day

Our sessions

- Morning session 9am (doors open 8:50am)- 12pm
- Afternoon session 12pm – 3pm
- Full Time 9am – 3pm (door is open until 3:10pm)
 - Extended Day 3pm – 6pm
 - Breakfast 8:15am- 9am

Our day

9am – 11.30am Explore and Learn

11.30am Group Time

11.50 – Lunch

12pm – Group time for PM children

12.30 – 2.30pm Explore and Learn

2.40pm Story Time

3pm Home Time

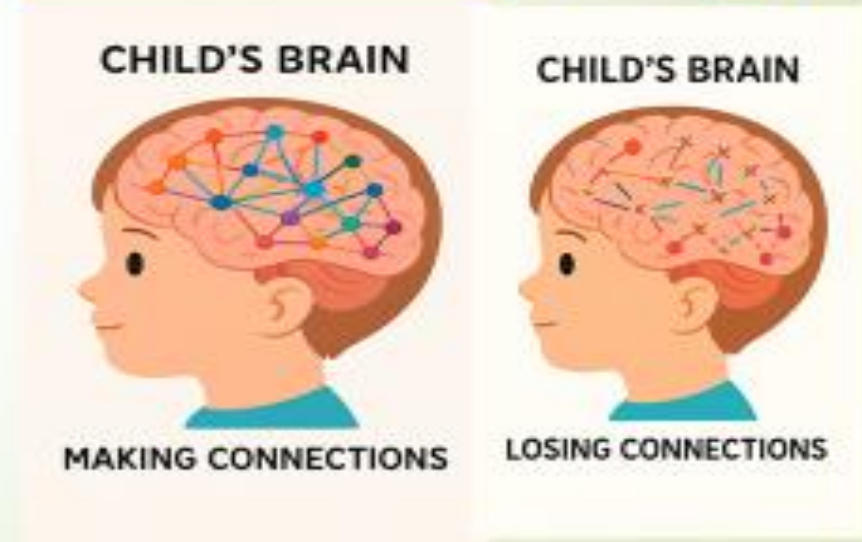
The Key areas

- ▶ The three main areas we focus on are
- ▶ **Personal, Social and Emotional- Communication and Language - Physical Development.**
- ▶ We also use the ‘Characteristics of Effective Learning’ objectives, which underpin the learning and development across all the areas and support the children to remain effective and motivated learners.
- ▶ All of the objectives are achieved through play and quality adult interactions.

“If children don’t get enough unstructured play, they are more likely to have difficulty paying attention, trouble controlling their emotions, utilize poor problem solving methods and demonstrate difficulties with social interactions.” (Angela Hanscom, Occupational Therapist) <https://www.patagonia.com/blog/2017/11/why-is-unstructured-play-crucial/>

Child Development

- Between the ages of birth - 7 years old the brain goes through the most changes. They are born with 100 trillion cells but no connections. By age 2 they make 700 connections per second. If opportunities aren't given for these connections to be made this has a direct impact on the child's learning and mental wellbeing. <https://www.firstthingsfirst.org/early-childhood-matters/brain-development/>
- Some see the Early years as the time when children get ready for the 'real learning' when they start school, however neuroscience tells us that the experience children have early on shape the way they learn in the future.
- There have been some new studies which also show that young children exposed to too much screen time can affect brain wiring connected to language, literacy, imagination and self regulation. Children naturally seek challenge, therefore they need experiences that challenge them.
- Repetition is vital for allowing children to develop brain connections.
- With this in mind it's the positive experiences and environment that we provide that help allow for these connections to be made.



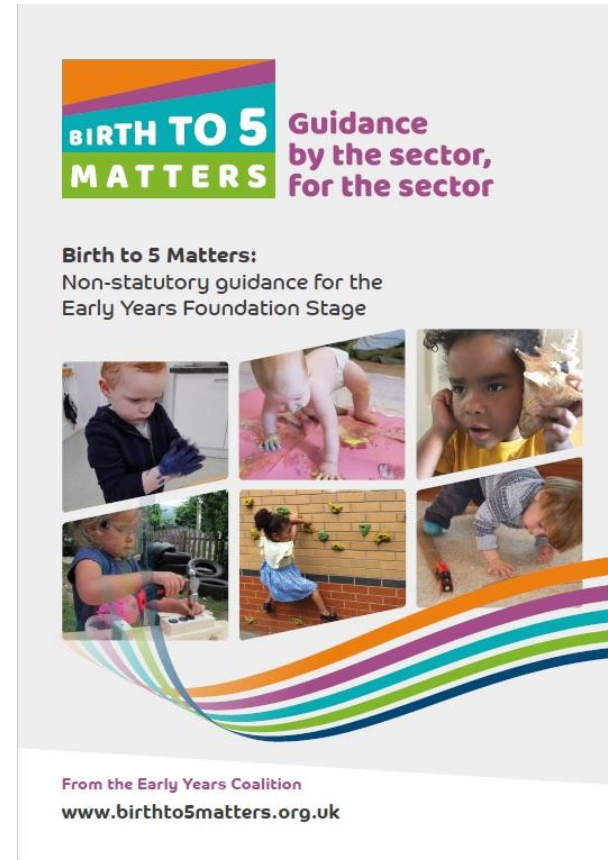
Teaching and learning

- ▶ Teaching and Learning is a mixture of child and adult led interactions.
 - ▶ The new statutory framework, has shifted the focus from evidence collecting to practitioners spending more time with the children.
 - ▶ This allows practitioners to use the interests of the child and to focus on their needs at that particular moment.
 - ▶ We teach children to be independent learners.
- ▶ We follow a curriculum which focuses on subjects that are happening around children such as seasons, festivals etc. We also use key texts throughout the year.
- ▶ A mixture of adult planned and unstructured play with lots of open-ended resources to encourage brain development.
 - ▶ We provide a stimulating and challenging environment.

Birth to 5 Matters

- ▶ We use Birth to 5 Matters age related milestones to plan and assess.

<https://birthto5matters.org.uk/>



PLAY!

Over the years, there has been a lack of play which is now being linked to poor mental health, social anxiety and other learning difficulties. Children need the time to practice skills through their play with and without the intervention of an adult.

Play underpins the EYFS along with all aspects of child development and learning. Children should be allowed to explore their environment, take risks and solve problems. Children learn best when they challenge themselves, and opportunities to practice skills over and over again. A child's brain needs to be engaged for them to make these connections.



Personal, Social and Emotional

Relationships



Sense of Self



Understanding Emotions



Communication and Language

Listening, Attention and Understanding



Speaking



Physical Development

Moving and Handling (Gross and Fine Motor)



Health and Self Care



Literacy

Reading



Writing (mark making)



Maths

Number (numerical pattern)



Pattern, Space and Shape



Understanding the World

People and Communities



The Natural world



Past and Present



Expressive Arts and Design

Creating with Materials



Being Expressive and Imaginative



Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Characteristics of Learning

Creating and Thinking Critically



Playing and Exploring



Active Learning



ASSESSMENT

- Each child will have a focus week where observations, next steps and interactions will be recorded.
- More time is to be spent interacting with the children, focussing on the whole child and not just academic and cognitive ability.
- Assessments are ongoing everyday. Staff meet weekly to discuss children's development and plan for targeted provision and resources.

An inclusive setting

Anti-Racist School Commitment

Celebrating different families

Books, resources, toys and displays reflect our children's identities and experiences

Encouraging parents/ carers to get involved in school life- e.g. reading books or teaching songs in home language or join Coleridge Families.

Learning about and experiencing the many religious and cultural celebrations that our school community has.

Other info

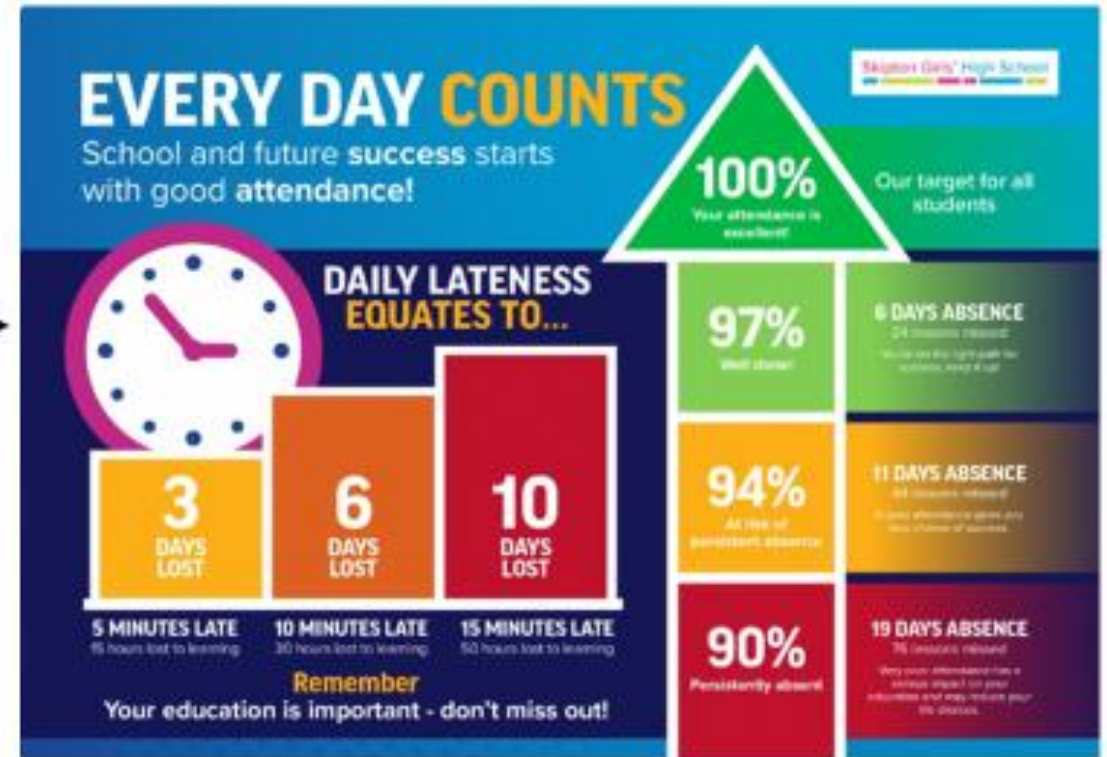
- ▶ Please send children in suitable clothing for the outdoors and appropriate footwear. Check children's bag as we put wet clothes in plastic bag (labelled with reason for wet clothes).
- ▶ Donations – If you have any toys, objects for our loose parts play, please let us know. We will also send notices in a weekly overview if we need any materials for various projects.
- ▶ We try to do cooking once a week – we rely on voluntary donations for this to happen, so any money donations would be greatly appreciated.
- ▶ Scooters and pushchairs can be left in the scooter park in the Reception playground if collecting at 3pm (in front of Shirley Boffey House for extended).
- ▶ Please look on Parent Hub for nursery updates including the Weekly Overview and newsletters.
- ▶ Children have access to water all day but can bring in a water bottle (please put name on it).
- ▶ Children can leave a bag of spare clothes on their peg.
- ▶ Please do not send snacks in with your child.
- ▶ Certain prescribed medication can be administered by Nursery staff but has to be taken to school office for approval.
- ▶ Please make sure you arrive on time to drop off and collect your child.
- ▶ Parent Reps – Please let us know if you would like to be a parent rep.

Attendance & Punctuality

Daily attendance at school is vital for your child to achieve their full potential.

Missed days of school, and lateness, can really add up over the course of year and negatively impact your child's learning. →

Children can still attend school with minor coughs & colds. The **NHS** have a website page called '**Is my child too ill for school**' which outlines if you should send your child to school or not.



The Importance of Being on Time

- Arriving on time helps your child start the day calmly and confidently.
- Even being just a few minutes late can feel unsettling for a child, as they may walk into a lesson already in progress.
- They risk missing the very start of the lesson, when key instructions or introductions are given.
- Late arrivals disrupt the whole class. The teacher often has to stop & repeat instructions, which takes valuable learning time away from every child.
- A smooth, punctual start ensures the best learning experience for all children.

Communication



ParentHub

We really encourage all parents to get the **ParentHub** App. This is the school's main method of communication. Having the App is the best & easiest way of knowing what is going on in your child's year group.

Parent WhatsApp Groups

- We know parent WhatsApp groups can be useful for sharing reminders and supporting one another.
- However, if you have any concerns about your child or school matters, please contact the school directly rather than raising them in group chats.
- This helps prevent misunderstandings and ensures issues are addressed quickly and accurately.





naeyc®

MESSAGE IN A BACKPACK™

Things Every Parent Should Know about Play

Laurel Bongiorno

Play supports children's learning in so many ways. Make sure your child has time to play to promote cognitive, language and literacy, physical, social, and emotional development.

Children learn through their play

Never underestimate the value of play! While playing, children learn and develop

- **Cognitive skills**—like choosing the blocks to build a tower as high as possible
- **Language skills**—like learning the vocabulary words they need for different play scenarios
- **Literacy skills**—like writing an appointment in a pretend dentist's office
- **Physical abilities**—like gluing a collage and running on the playground
- **Social skills**—like playing together in a pretend car wash with workers and customers
- **Emotional skills**—like waiting for a turn to be the pretend bus driver

Play is healthy

Play helps children grow strong and healthy. It also can help prevent child obesity through its active nature.

Play reduces stress

Play helps children grow emotionally. It is joyful and provides an outlet for anxiety and stress.



Play outside

Think about your own outdoor experiences of building forts, sledding in the winter, or playing with other children in the neighborhood. Make sure your children create outdoor memories, too.

Play and learning go hand in hand

Play and learning are not separate activities but are closely connected. Think about them as a science lecture with a lab—play is a child's lab.

Play is a child's context for learning

Children practice and reinforce their learning in multiple areas during play. For example, in playing restaurant, children write and draw menus, set prices, take orders, and play out roles. Play provides rich learning opportunities and leads to children's success and growth in self-esteem.

LAUREL BONGIORNO, PhD, is dean of the Division of Education and Human Studies at Champlain College, in Burlington, Vermont, and oversees the MEd in Early Childhood Education.

Message in a Backpack™ is available online in Spanish. Visit NAEYC.org/tyc to start reading now!

Photographs: © Getty Images

Ten things you should know about play.

<https://www.naeyc.org/our-work/families/10-things-every-parent-play>

Hoş geldin

स्वागत

Bienvenue

Welcome!

Willkommen

مرحباً

Добро пожаловать

欢迎

!Powitanie

¡Bienvenido!

خوش آمدید



Coleridge Families is our parent/carer and staff association.

- It is a registered charity, organising events and activities
- It raises funds and provides opportunities for our community to come together and connect
- You're automatically a member, at no cost
- New ideas and help volunteering are welcome
- Reps will share event info

Save the dates for our next events!



**Email the Chair with any questions and ideas:
ColeridgeFamilies@gmail.com**