



BRIDGEND NURSERY HANDBOOK

January 2020

WELCOME TO BRIDGEND NURSERY

Dear Parent/Carer

On behalf of all the children and staff at Bridgend I would like to welcome you to our nursery and we hope very much that you and your child will enjoy your time with us.

The information contained in this handbook is aimed at introducing you to Bridgend, its educational provision and any information you may require in relation to the welfare of your child at the nursery.

Your child is at a very crucial stage in his/her development as it is now accepted that children learn more rapidly in the first seven years of life than at any other time. Therefore, it is really important that the children are given every opportunity to fulfil their potential. As a parent you play a vitally important part in the process. We in the nursery hope to play our part by treating your child as an individual and offering him/her a variety of experiences and activities, which are designed to further the development process.

We hope that your child finds out that learning can be an enjoyable and worthwhile process.

No doubt there may be some questions left unanswered about what Bridgend Nursery has to offer but this handbook is not meant to replace personal contact, so please, if you have anything you wish to discuss further, do not hesitate to contact me.

We hope that your child/ren will be very happy at Bridgend.

Yours sincerely

Ewan Scott
Head Teacher

Bridgend Primary School, Ardross Road, Alness, Ross-shire IV17 0QA
Telephone: 01349 882285

Email: bridgend.primary@highland.gov.uk

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

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The Nursery

1. Staff

Head Teacher:	Mr E. Scott
Principal Teacher (with responsibility for the Nursery):	Miss A. Grant
Deputy Head Teacher:	Mr P. Oparka
Early Years Practitioner:	Mrs A. Forsyth
Early Years Practitioner:	Miss I. Geddes
Early Years Practitioner:	Miss N Islam
Early Years Practitioner:	Miss L. Richardson
Early Years Practitioner:	Mrs L. Shepherd
Early Years Practitioner:	Mrs M. Simpson
Early Years Practitioner:	Miss S. Peebles
Secretary:	Mrs A Karpozis
Nursery Clerical:	Mrs A Mackinnon
Janitor:	Mr T. Reagan

BRIDGEND NURSERY

ARDROSS ROAD

ALNESS

ROSS-SHIRE

IV17 0QA

Telephone: (01349) 882285

bridgend.primary@highland.gov.uk

2. Bridgend Nursery Aims and Values

The main aim of Bridgend Nursery is to provide a safe, stimulating and caring environment in which children can feel happy and secure whilst exploring and learning.

Happy Learners

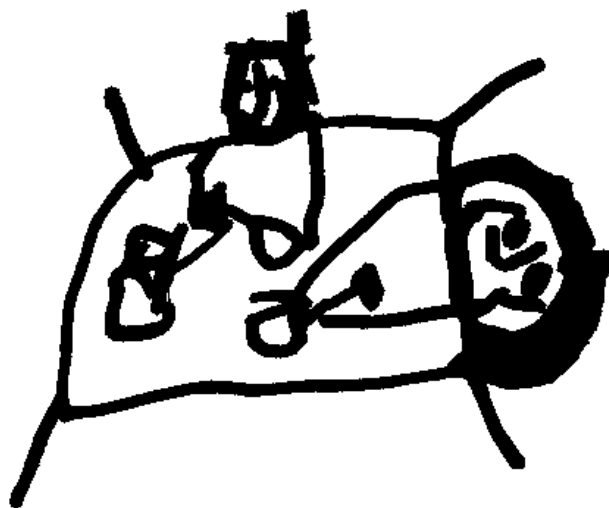
We aim to:

- ◆ encourage the emotional, social, physical, creative and intellectual development of children;
- ◆ promote the welfare of children;
- ◆ encourage positive attitudes to self and others, and develop confidence and self-esteem;
- ◆ create opportunities for play;
- ◆ plan activities based on the experience and outcomes set out in Curriculum for Excellence (published by the Scottish Education Office);
- ◆ encourage children to explore, appreciate and respect their environment;
- ◆ provide opportunities to stimulate interest and imagination;
- ◆ extend children's abilities to communicate ideas and feelings in a variety of ways;
- ◆ provide for equality of opportunity for all staff and children irrespective of gender, creed, race, colour or ethnic origin and to tackle racial discrimination and promote good race relations;
- ◆ work in partnership with parents and the wider community to enhance the quality of the children's learning and welfare;
- ◆ work with partner agencies to meet the needs of the whole child;
- ◆ pursue the personal and professional development of all staff according to identified needs;
- ◆ promote a healthy lifestyle among our pupils and staff;
- ◆ meet the National Care Standards (Early Education and Childcare, up to the age of 16);
- ◆ regularly evaluate provision in line with the national document, 'The Child at the Centre'.

A set of core values underpins everything we do in Bridgend Nursery.

These values are:

- ◆ The child is at the centre of everyone's care and concern.
- ◆ The well being, safety and security of children are paramount, and are a prerequisite to their progression and development.
- ◆ The development of our service is founded on a commitment to equal opportunities and social inclusion for all.
- ◆ Partnership with parents is essential to quality provision.
- ◆ We should be responsive to the individual needs of children and families.
- ◆ The early years centre is an integral part of the wider community in which it works.

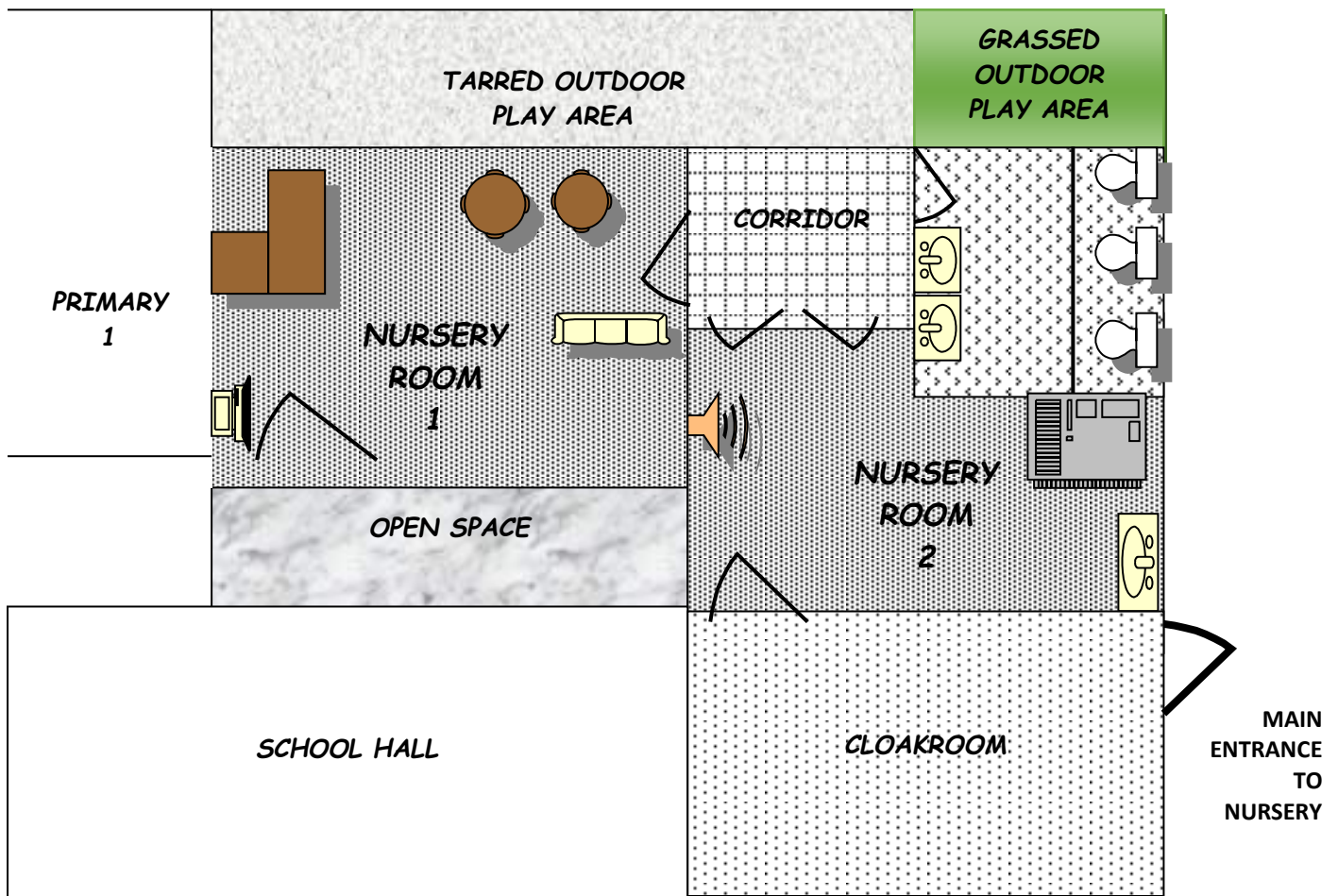
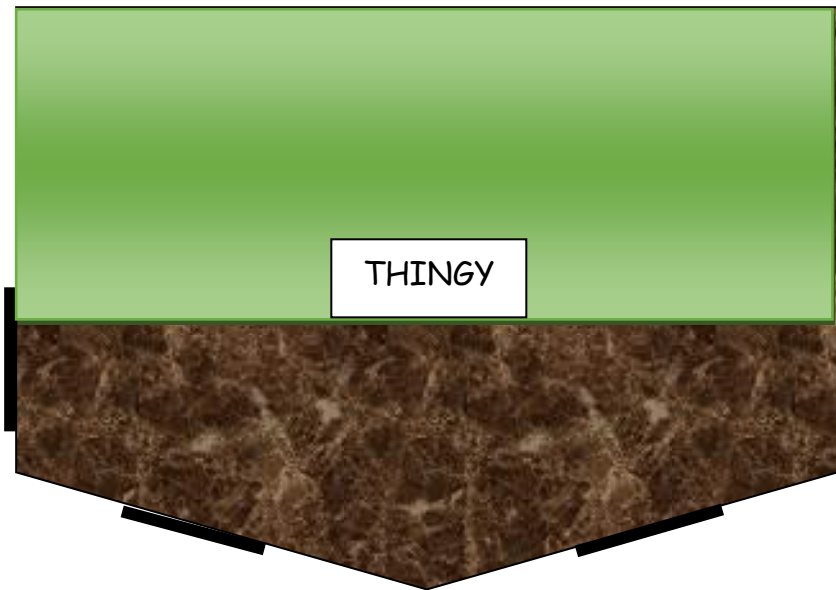


'Playing in the sand tray'

3. The Building

The nursery was opened in 1999 and is contained within the early stages wing of Bridgend Primary School. The entrance to the nursery is from the school playground and access is always supervised by an adult. There are two general purpose rooms in the nursery, a large entrance hall/cloakroom, toilets and two fenced outdoor play areas. The children and staff have access to the school's games hall and music room, and mix with the older pupils when it is felt to be appropriate.

Plan of the Nursery



4. Nursery Hours:

Flexible hours 9.00am – 3.00pm

At Bridgend Nursery we operate a 'soft start'. The nursery doors open at 9.00am and for the first twenty minutes the children are free to choose their activity. Parents/carers should use this 'soft start' to select the time that is most convenient to them for dropping off their child. At 9.20am the doors close and we gather the children for a brief chat about the day ahead.

5. Admission Policy

A funded place is made available on the basis of a child's date of birth. Details are shown in the table below:

Entry Date to Pre-School/Nursery	"Three Year Olds" Eligible Birth Dates	"Four Year Olds" Eligible Birth Dates
August 2020	01/03/17 – 31/08/17	01/03/16 – 28/02/17
January 2021	01/09/17 – 31/12/17	
April 2021	01/01/18 – 28/02/18	

Priority is given to children living within the catchment area and also to any children that are assessed to be "in need" as defined in the Children Scotland Act 1995. If, after allocating places to these children there are still places remaining, then those places may be allocated to children outwith the catchment according to the following criteria in order of priority:

- a) To four year olds with siblings attending the school
- b) To three year olds with siblings attending the school
- c) To four year olds
- d) To three year olds

Early Education Year One (3 Year Olds)

For children born between 1st September 2017 and 28th February 2018, it will be possible for parents to pay for their three year old to attend the nursery from the day of their child's third birthday until the beginning of the term after their third birthday. A charge of £4.40 (subject to change) will be made per hour in line with current childcare fees.

Early Education Year Two (4 Year Olds)

Parents of children enrolling for the Nursery 4s, from outwith the school catchment area, should be aware that they will have to make a placing request the following year, if they wish their child to transfer into Primary 1 at Bridgend. Attendance at the nursery is no guarantee that a placing request will be granted.

Information on enrolment and admission procedures is also available from ~

- ◆ The Childcare and Early Education Service on 01463 711176
- ◆ https://www.highland.gov.uk/info/878/schools/11/school_enrolment/

In line with the Data Protection Act any information you have supplied/any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this.

This data will be maintained in accordance with the Act and will not be passed onto any other organisations without your prior approval unless this is a legal requirement.

6. Catchment Area

A map of our catchment area can be found at -

<http://highland.maps.arcgis.com/apps/webappviewer/index.html?id=531a30ee33564231866ff94e96607f26>

7. Transition Between Home and Nursery

Transitions occur throughout early childhood. They occur at different times as a young child moves from:

- home to an early year's setting;
- one early year's setting to a different one;
- an early year's setting to a primary school.

Some children may experience a wide range of transitions, even within a single day.

Changes can be stressful, but for three year olds who are beginning to gain experience outside home they can be particularly challenging.

The key to smooth transitions for children is effective communication between child, parents/carers and staff to create a positive and supportive climate for all. Communication between home and the early year's setting needs to be two-way, with staff informing parents about expectations, but also listening carefully to parents'/carers' concerns for their children.

It therefore follows that transition between home and nursery is a vital point in a child's life. However, many children will have had significant experiences away from their immediate family:

- with relatives;
- with friends and neighbours;
- in parent and toddler groups;
- in playgroups;
- in day care facilities;
- with childminders.

Therefore, not all children require a prolonged "settling-in" period at nursery. The needs of children who are returning to nursery after a long holiday and the needs of new children will vary.

8. Arrival and Collection

All children must be brought to the nursery and collected by an adult known to the child. Children will all arrive and leave by the same entrance.

On arrival the children are ticked in and a record is taken of who will be collecting them at the end of the session. Responsible adults are asked to sign out their child when collecting them from the nursery.

If another adult (responsible person over 16 years of age) has to collect your child at short notice due to an unplanned event or emergency a password can be used to ensure that person has your consent. Parents & Carers are still required to contact the nursery to inform staff of a change in collection arrangements. You can request to change your password at any time.

Each child is checked off the register when he/she departs.

1. School Session 2020 ~ 2021

School Holidays for the year 2020 ~ 2021 are as follows:

School commences on Tuesday 18th August 2020 for all pupils

<u>Closes</u>		<u>Re-opens</u>
Friday 11th Sept 2020	~	Wednesday 16th Sept 2020
Friday 9th October 2020	~	Monday 26th October 2020
Tuesday 22nd December 2020	~	Wednesday 6th January 2021
Friday 12th February 2021	~	Thursday 18th February 2021
Thursday 1 st April 2021	~	Monday 19 th April 2021
Friday 30 th April 2021	~	Tuesday 4th May 2021
Wednesday 5th May 2021	~	Friday 7 th May 2021
Thursday 1st July 2021		

(Please note the above dates include all in-service days)

9. Clothing

Remember that your child is going to paint, paste, crayon, play in water etc and have freedom to enjoy their play both indoors and outdoors. Please make sure that your child's shoes and clothes are labelled clearly. It would be very helpful if you would provide a complete change of clothing for your child, which can be kept at the nursery, in case of any accidents. Finally, remember your child may need to go to the toilet quickly so please try to dress him/her in clothes that are easy to unfasten. We aim to have the children outside daily, it is therefore important that they come to the nursery dressed appropriately for the time of year.

"There is no such thing as bad weather....just inappropriate clothing".

10. Illness

If your child becomes ill, or has an accident while attending nursery, we will contact you on the telephone number provided. If there is no reply we will ring your emergency contact.

Parents/carers are asked to keep their children at home if they have any infection. The nursery should be informed as to the nature of the infection so that staff can alert other parents, and make careful observations of any child who seems unwell. Parents are asked not to bring in any child who has been vomiting or had diarrhoea until at least 48 hours have elapsed since the last occurrence.

11. Absences

Whilst pre-school education is non-statutory and parents may elect to choose part-time attendance, we would appreciate that you contact the school if your child is going to be absent. We have an absence line available where parents/carers can leave a message regarding their child's absence. **Please use this number up to 8.50am each morning, at which point please revert to the main school number.**

Absence Line 01349 885050

If there is an unexplained absence, then we will endeavour to make contact with you.

12. Vaccinations

Children receiving out-of-home care, including nursery and playgroup, have more opportunities to come into contact with infections, so it is especially important to make sure that they have had all the appropriate vaccinations.

It is never too late to have your child immunised. If they have missed one, you don't have to start the course from the beginning again. Contact your health visitor/GP for further advice.



'Playing at the craft table.'

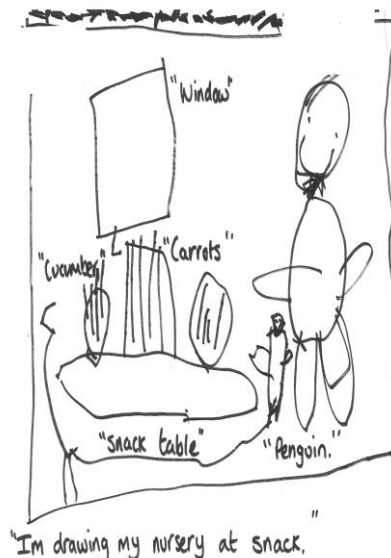
13. Snack

The children will be given a small snack every day.

Snack time is an integral part in the social life of the nursery. It is also an opportunity to reinforce children's understanding of the importance of healthy eating.

We hope to achieve this by ensuring that:

- all meals and snacks provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colourings;
- fruit or vegetables are offered each day;
- children's medical and personal dietary requirements are respected;
- menus are planned in advance and food offered is fresh, wholesome and balanced;
- children are involved in the decision making process and organisation of snack on a daily basis;
- the children are encouraged to help prepare snack themselves under adult supervision.
- a multi-cultural diet is offered to ensure that children from all backgrounds encounter familiar tastes and that all children have the opportunity to try unfamiliar foods;
- the dietary rules of religious groups and also of vegetarians/vegans are known and met in appropriate ways;
- drinking water is available throughout the day



Snack menus are displayed in the cloakroom and shared with parents.

14. Dental Hygiene

The nursery is involved in a campaign called “Childsmile” which encourages children to look after their teeth. The children are supervised, to ensure that they only handle their own toothbrush and that they give their teeth a proper clean. Further information can be found at –

<http://www.nhshighland.scot.nhs.uk/Services/Pages/Childsmile.aspx>



15. Trips

We believe that taking the children out on a variety of trips is a very important aspect of their education and we look to make use of our local community as much as possible.

Occasionally, we may involve the children on a visit out with Alness and if this was the case, we would send home a letter with an attached permission slip for you to complete.

We also encourage regular visits from people in the local community and the wider area, to work with and talk to the children. These visits enable the children to become more aware of their environment and of the importance of the roles of the people they meet.

16. Lending Library

Looking at books and pictures, being read stories and encouraged to handle and use books, is of great benefit to the children.

Children can be introduced to books at a very early age and parents will be amazed at how quickly they become used to their favourite stories, rhymes and pictures.

The children are given opportunities to borrow books (The Blue Bags) from the nursery on a weekly basis.



17. No Smoking

In line with Council policy, the nursery operates a No Smoking policy in the building and school grounds.

18. Contact with Parents/Carers

We firmly believe that the nursery and parents/carers are partners in helping each child to achieve his/her potential. It is recognised that parents/carers play a huge part in the education of their child. In nursery, we hope to build on this further.

Shortly before your child is due to start the '3 Year Old Nursery' we will arrange an appointment for you both to visit. During this time your child will have an opportunity to explore their new surroundings, meet the other children and meet the nursery staff. Meanwhile, during this period, we will use the time to have a very informal meeting with you, at which point you will be able to ask any questions you may have. We will also ask that you complete one or two pieces of paperwork.

A few weeks after your child has begun nursery we will hold a meeting for all parents/carers to discuss the nursery curriculum and suggest ways you can further help your child at home.

Once your child has settled in nursery they will be assigned a Keyworker. The Keyworker will make themselves known to you and be responsible for your child. You will have the opportunity to meet regularly with your child's keyworker during Stay, Play and Learn sessions.

Please feel free to contact the nursery at any time if you wish to discuss your child's progress.

19. Policies & Guidelines

We have formulated a number of policies and guidelines covering many aspects of our work in nursery. A 'Policy of the Month' will be available in the reception for you to read.

20. Early Closure

In the event of very severe weather, or lengthy power cuts, it may be necessary to close the nursery without prior warning. This means that parents should have emergency arrangements ready for their child/ren should this situation arise. **The nursery has a system whereby no child will be sent home unless collected by an adult known to them.**

As a parent, if you are in any doubt as to the danger from severe weather, please retain your child at home. If you have sent your child to the nursery and the weather deteriorates, you are most welcome to come to the nursery, and ask to take your child home.

By dialling **0800 564 2272** and entering the code **04 1580** you will be given a message with regard to the impact of severe weather conditions on Bridgend Primary School and Nursery. Information about any closures at Bridgend Primary School and Nursery are also broadcast on Moray Firth Radio and are available on <https://www.highland.gov.uk/schoolclosures>



'I'm playing with a doll in the house corner.'

21. Major Incident in Nursery

If a major incident occurred in nursery (e.g. fire) the children would be evacuated to the school playground and accounted for. Everyone would then go to the Averon Centre to wait for someone to collect them. The Education Office would endeavour to get in touch with parents by telephone. Hopefully, we will not have to face such an event.

Fire practices are held at regular intervals.

22. Child Protection

It is a requirement of the Education Authority that the following statement is included in all school prospectuses:

“In terms of its child protection guidelines the Authority imposes a duty on schools and all staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any of its forms. This might involve information being passed to other agencies without immediate reference to a pupil’s parents or guardians.”

From time to time incidents can occur within the school/nursery setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service Staff must report such incidents to Social Work Services, which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service Staff.

More information about Child Protection Procedures within Highland Council can be found at www.hcpc.scot

23. Health Visitor

This pre-school education centre works closely with other agencies so that the resources we have bring the most benefit to families. The aim is to ensure we have the right services for your child at the right time.

We have a Link Health Visitor, who can be contacted if required. Their main role is to offer advice on children's development and to be the lead person if your child requires any extra support. They will also liaise with your own Family Health Visitor.

Our Link Health Visitors are: Clara Ploughman, Sheena Chainey and Vicky Bain
Telephone Number: 01349 886912

If your child would benefit from help from other agencies, you will usually be asked for permission so that relevant information can be shared. This enables staff to get a rounded picture of your child and means you won't be asked for the same information by different people.

If it is believed your child's immediate safety is at risk, we can share their information without consent, enabling us to deal quickly with any potential situation, e.g. child protection issues or emergency medical procedures when parents are not present.



'Washing dolls in the water tray.'

24. The Care Inspectorate

The Care Inspectorate is a national organisation which oversees the regulation of care services in Scotland including nursery classes. They operate from regional offices and our local office is:

Care Inspectorate
1st Floor
Castle House
Fairways Business Park
Inverness
IV2 6AA

Tel: 01463 227630

A set of Care Standards has been drawn up and a representative of the Inspectorate will visit the nursery at least every three years to look at some of these. The Inspectorate has also set up a system for users and staff to express any concerns or complaints. Details of how to use this service are in a leaflet which is displayed on the nursery notice board.

25. Comments and Complaints

We seek to provide an education of the highest possible standard. We always welcome comments or suggestions which could help us to improve our work. We are aware that difficulties can occur from time to time which will affect the quality of our service. If you feel that we have done something wrong or we fail to do something we said we would do, please speak to your child's Key Worker in the first instance. If you prefer, an appointment can be made to speak to them in private. It will then, in consultation with the parent / carer, be decided if the matter needs to be taken further, in which case the Head Teacher will be informed and a meeting arranged. Should you feel unable to speak to the Key Worker then please make an appointment to speak directly to the Head Teacher.

Alternatively, a comments/complaints form is available on the notice board of the nursery. From here, if necessary, the matter will be brought to the attention of the Area Education Manager who will decide what the next steps should be. Parents / carers will be kept fully informed at each stage and will be invited to attend any meetings being held.

Parents / carers are also able to contact the Care Inspectorate directly with a complaint, if they so wish. The local address and telephone number of our centre is: Care Inspectorate, 1st Floor, Castle House, Fairways Business Park, Inverness, IV2 6AA, Telephone: 01463 227630. The Care Inspectorate publication, "Unhappy With a Care Service" is also available. You will find a copy of this displayed on our Nursery Notice Board.

26. Information on Your Child

When you enrol your child we will ask you to complete an enrolment form so that we know your address, telephone number and an emergency contact number/s in case your child takes ill and we can not contact you. We will also retain information on a 'Personal Care Plan', which you will be asked to check and update every 6 months.

Throughout the year we keep records on your child, showing the progress that is being made in a range of areas. We refer to this as their 'Learning Journal' and you may access this at any time. However, we appreciate that this can sometimes be difficult. In addition to the folder we are using a secure online journal, Seesaw (<http://seesaw.me>) which provides an accessible link to your child's learning. This site allows the child and their key worker to evidence learning by uploading photos, videos, drawings, voice recordings etc. to their Seesaw journal. These entries can be shared by you and other family members throughout the school year.

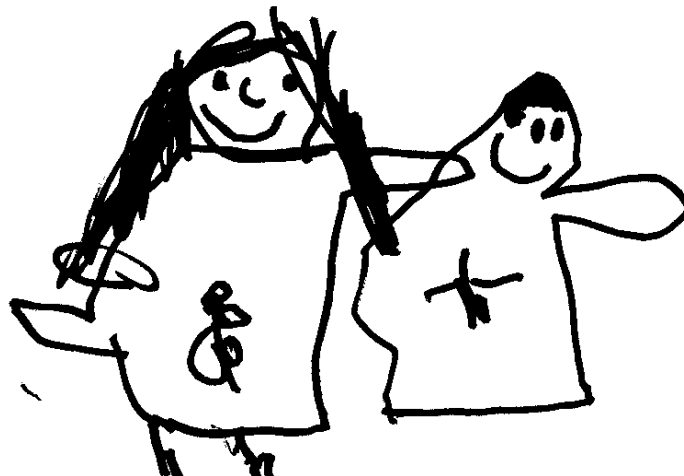
Curriculum and Assessment

1. What do we learn in the Nursery?

Much of what the children do in nursery is based on advice from the Scottish Government and contained in a set of guidelines entitled 'Curriculum for Excellence'.

At Bridgend, we offer the children a range of experiences and activities that help each child's development and learning in eight main areas:

- Health and Wellbeing
- Literacy and English
- Numeracy and Mathematics
- Expressive Arts
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies



In Health and Wellbeing, children should learn to:

- develop confidence, self-esteem and a sense of security;
- care for themselves and their personal safety;
- develop independence, for example in dressing and personal hygiene;
- persevere in tasks that at first present some difficulties;
- express appropriate feelings, needs and preferences;
- form positive relationships with other children and adults, and begin to develop particular friendships with other children;
- become aware of and respect the needs and feelings of others in their behaviour, and learn to follow rules;
- make and express choices, plans and decisions;
- play co-operatively, take turns and share resources;
- become aware that the celebration of cultural and religious festivals is important in people's lives;
- be aware of feeling good and of the importance of hygiene, diet, exercise and personal safety;
- enjoy energetic activity both indoors and out and the feeling of well-being that it brings;
- explore different ways in which they can use their bodies in physical activity;
- run, jump, skip, climb, balance, throw and catch with increasing skill and confidence;
- co-operate with others in physical play and games;
- develop increasing control of the fine movements of their fingers and hands;
- develop an awareness of space;
- be aware of the importance of health and fitness.

In Numeracy and Mathematics children should learn to:

- design and make, and solve problems;
- recognise patterns, shapes and colours in the world around them;
- sort and categorise things into groups;
- understand the routines and jobs of familiar people;
- become aware of everyday uses of technology and use these appropriately (scissors, waterproof clothing, fridge, bicycle);
- be aware of daily time sequences and words to describe/measure time, for example snack-time, morning, first, next, clock;
- understand and use mathematical processes such as matching, sorting, grouping, counting and measuring;
- apply these processes in solving mathematical problems;
- identify and use numbers during play experiences and counting games;
- recognise familiar shapes during play activities;
- use mathematical language appropriate to the learning situations.

In Literacy and English, children should learn to:

- have fun with language ;
- listen to other children and adults during social activities and play;
- listen with enjoyment and respond to stories, songs, music, rhymes and other poetry;
- listen and respond to the sounds and rhythm of words in stories, songs, music and rhymes;
- pay attention to information and instructions from an adult;
- talk to other children or with an adult about themselves and their experiences;
- express needs, thoughts and feelings with increasing confidence in speech and non-verbal language;
- take part in short and more extended conversations;
- use talk during role play and re-tell a story or rhyme;
- use language for a variety of purposes, for example to describe, explain, predict, ask questions and develop ideas;
- use books to find interesting information;
- recognise the link between the written and spoken word;
- understand some of the language and layout of books;
- develop an awareness of letter names and sounds in the context of play experiences;
- use their own drawings and written marks to express ideas and feelings;
- experiment with symbols, letters and, in some cases, words in writing;
- recognise some familiar words and letters, for example the initial letter in their name.

In Expressive Arts children should learn to:

- investigate and use a variety of media and techniques such as painting, drawing, printing and modelling with fabrics, clay and other materials;
- express thoughts and feelings in pictures, paintings and models;
- use role play or puppets to recreate and invent situations;
- use verbal and non-verbal language in role play;
- listen and respond to sounds, rhythms, songs and a variety of music;
- make music by singing, clapping and playing percussion instruments;
- use instruments by themselves and in groups to invent music that expresses their thoughts and feelings;
- move rhythmically and expressively to music;
- participate in simple dances and singing games.



'Painting at an easel.'

In Religious and Moral Education children should learn to:

- develop positive attitudes towards others whose gender, language, religion or culture, for example, is different from their own;
- develop an understanding of what is fair and unfair and why caring and sharing is important;
- become familiar with some beliefs Christian people have about God and Jesus;
- become familiar with some of the beliefs of various world religions;
- become aware of the importance of celebrations, festivals and customs in religious people's lives.

In Sciences children should learn to:

- develop their powers of observation using their senses;
- recognise objects by sight, sound, touch, smell and taste;
- ask questions and carry out experiments in the various play routines;
- understand some properties of materials, for example soft/hard, smooth/rough;
- be aware of change and its effects on them, for example their own growth, changes in weather, trees, flowers;
- care for living things, for example plants, pets at home;
- develop an appreciation of natural beauty and a sense of wonder about the world;
- explore different materials;
- make various sounds.

In Social Studies children should learn to:

- become familiar with the early years setting and places in the local area;
- understand the routines and jobs of familiar people;
- become familiar with the early years setting and places in the local area;
- be aware of daily time sequences and words to describe/measure time, for example snack-time, morning, first, next, clock;
- be aware of feeling good and of the importance of hygiene, diet, exercise and personal safety;
- find out about items or images from the past;
- describe the weather, its effects and how it makes them feel;
- care for the environment and for other people in the community.

In Technologies children should learn to:

- become aware of everyday uses of technology and use these appropriately (scissors, waterproof clothing, fridge, bicycle);
- learn about reducing, re-using and recycling resources;
- use computers for different things;
- handle, taste, find out and talk about different foods;
- construct models using different materials.

2. How do we learn in the Nursery?

Most theories about learning stress the importance of communication with others and consequently we will encourage your child to co-operate and work with other children and adults when learning.

Much of the children's learning will be through play where they are offered a range of activities each with an underlying educational purpose.

"Children learn as they play, but most importantly, in play, children learn how to learn"

O. Fred Donaldson

Play is the means by which humans explore a variety of experiences and different situations for a number of purposes. It is a process, which provides a way of learning and should therefore be seen as a means of teaching and learning rather than a separate entity.

Activities offered to the children range from:

- Sand and water play
- Playdough
- Junk modelling
- Jigsaws
- Board games
- Construction toys e.g. Lego, Duplo etc.,
- Imaginative play e.g. the home corner, the hospital
- Creative movement
- Listening centre
- Baking
- Painting
- Gluing
- Building blocks
- Outdoor activities
- Story corner
- Drama
- Music

The outdoors offers wonderful opportunities for learning through play. We make good use of our small garden on a daily basis and of 'The Thingy' on at least four long sessions a week. 'The Thingy' is our natural outdoor area, designed to encourage unstructured and open ended play.

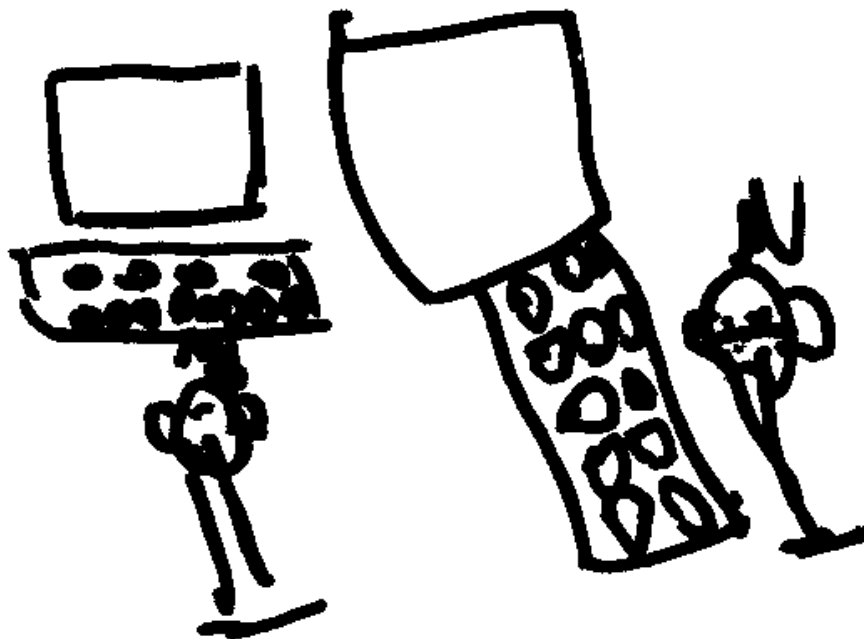
Assessment

Staff will continually assess the children to find out:

- how their learning is going;
- **what** they would like to learn or practise next;
- **how** they can achieve their targets.

To do this they will observe and talk with the children to find out what they can do. When observing the children the staff will make brief notes to help them build up an accurate profile of what your child can do and how their learning can be supported or extended. You may ask to see these notes at any time you wish. This information is used to compile a report and profile which is issued to parents at the end of the session, along with a folder containing examples of your child's work (The Learning Journey).

A copy of the report is passed on to the appropriate pre school centre / primary school.



'Drawing at the computer.'

3. Why do we play in the Nursery?

- Through activity based learning the brain and body are stimulated and active.
- It provides pleasure and enjoyment, which in turn will motivate children to further their learning by persevering, overcoming difficulties and concentrating for longer periods of time.
- It helps to build confidence in themselves and their abilities.
- It allows the child to tackle new experiences in non-threatening situations.
- It can provide an escape, relieve boredom and allow for relaxation and the opportunity for solitude.
- It helps the child to judge the many variables within social interactions and develop perceptions about other people.
- Skills can be practised and repeated as many times as it is necessary for confidence and mastery.
- Opportunities for sensory experiences, which are the foundation of intellectual development, are provided.
- It provides reasons children can understand for acquiring the skills and knowledge adults value.
- Play creates contact for language development.



Parents as Educators

1. How You Can Help at Home

As a parent / carer you play a vital part in your child's learning process.

We know that you will nurture and encourage your child throughout their learning journey at home, in their community and here at Bridgend Nursery. This is really important, as it helps to develop security and stability in later life. Spend time with your child talking about a range of issues and playing various games as this lets the child know that you think he/she is really important to you.

Explain to your child why you have taken certain courses of action – both rewards and punishments. This helps the child to understand why he/she should do or not do certain things, and should lead to fewer problems in later life.

Encourage them to be independent, for example in getting dressed and washing their hands before meals.

Read to your child regularly (daily if possible) and encourage him/her to look at books for pleasure. This will help to develop a love of literature, which will help them both socially and educationally. Recent research has shown that children who are read to daily from the age of three are more than two months ahead of their peers, in literacy and maths.

Take your child to a variety of places to develop their interests e.g. the park, the beach, the library, country walks, places of interest etc.

Encourage your child to keep fit and healthy by taking regular exercise and eating healthy foods.

Encourage them to express their ideas and feelings, for example using crayons, pens, pencils, paint, music and play. Give them the chance to use their fingers and hands, for example building with bricks, helping with baking and fastening zips and buttons.

Encourage your child to share rhymes, songs and stories, which they have learned in nursery with you.

Show an interest in what your child has been doing in nursery as this lets them know that you value education.

2. Using Books

Sharing books with your child will:

- build up confidence;
- provide you both with an opportunity for togetherness;
- increase enjoyment of pictures and the written word.

At Bridgend Nursery we like the children to make regular use of our lending library (the 'Blue Bags').

When your child chooses his/her book and takes it home, you should try the following:

- Set a regular time (with no distractions!) to look at the book together.
- Chat to your child initially, discuss the cover and try to predict what the story might be about.
- Show interest and enthusiasm by showing your child current reading material and encouraging him/her to do the same with the library book, e.g. start at the beginning, turn pages carefully and go to the end.
- Discuss the content by pointing things out, asking questions, naming things, showing sequences, discussing the pictures
- Enjoy having a laugh about the book and remind him/her he/she will be able to change the book each week.

IT IS A GOOD IDEA TO BECOME A MEMBER OF THE PUBLIC LIBRARY

