

**Ozzy’s Little Owls Nursery**

**Welcome Pack**

**OUR AIMS**

At Ozzy’s Little Owls Nursery we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, carers and others to meet their needs and help every child to reach their full potential. All of your child’s achievements will be recorded in their personal ‘Learning Journey’ which you and your child will have access to throughout the year.

As part of our practice we:

• Deliver an exciting and varied, play-centred curriculum, based on the Early Years Foundation Stage (EYFS), across the 7 areas of learning.

• Promote equality of opportunity and anti-discriminatory practice. We provide early

intervention for those children who require additional support.

• Work in partnership with parents and develop links in the local community.

• Plan challenging and stimulating learning experiences, based on the individual child, informed by observation and assessment.

• Provide learning experiences developed from child-led ideas.

• Build strong relationships with the children in our care.

• Provide nurturing and inspiring indoor and outdoor learning environments.

• Inspire a love of learning and independence that will remain with them throughout school.

**NURSERY STAFF**

Mrs Donna Wealleans Assistant Headteacher

Mrs Khadijah Iqbal – Teacher

Mrs Carol Lavin – Teaching Assistant

Ms Kym Harman – Teaching Assistant

Mrs Kassandra Simpson – Teaching Assistant

Mrs Debbie Carter – Learning Mentor

Mrs Helen Woolf – Assistant Headteacher and SENCO

Mrs Deborah Howard – Headteacher

On occasions you will see other members of staff working in the Nursery. Their roles include supporting children who have English as an additional language, completing work experience placements, undergoing a vital part of their Initial Teacher Training or taking over the role of a staff member who may be out on training or other work related activities.

**STAFF PHOTOGRAPHS**





K Simpson

K Harman

C Lavin

K Iqbal

D Wealleans



D Carter

H Woolf

D Howard

**SETTLING INTO THE NURSERY**

To ensure a smooth transition from home to nursery we stagger the intake of children into the nursery. Your child will have a keyworker who will be responsible for liaising with you and helping your child settle into our nursery.

One way of doing this could be:

* On the first day your child could stay an hour with a parent/carer
* On the second day your child could stay for an hour on their own.
* On the third day your child will stay alone for the morning up to lunch.
* On the fourth day your child will stay alone for the morning and lunch.
* On the fifth day you child will stay for the whole day (if attending full time).

We will send you a letter shortly about your child’s start date and transition time table for their first week.

**PREPARING YOUR CHILD**

During the months before your child actually starts Nursery, you can prepare him/her in the following ways:-

* Work towards your child being independent when using the toilet, i.e. can manage his/her own clothing and is happy to go into the toilet alone.
* Encourage your child to learn to put on/take off his/her own coat – child friendly fasteners help. Children will have their own coat pegs in Nursery and we encourage them to hang up their own coats.
* Read stories, sing songs and nursery rhymes, count, talk about numbers, talk about your child’s key worker and read their information sheet, take part in lots of physical activity and spend time socialising with other children.

**CLOTHES**

It is best to dress your child in comfortable clothes, which they can manage on their own like the schools standard set of clothes (Sue can you add in the stockists website here please). Please think carefully about the types of buttons or zips that your child can cope with, some are easy, others are very difficult and we encourage them to dress independently. As they become involved in their play children may get paint or clay on their clothing, although they will wear aprons for messy activities. Please bring in a clearly labelled bag with a change of clothes on your child’s first transition day which will be kept on the children’s peg in case of accidents. The children will have access to the outside area whatever the weather so it would be useful for a raincoat and wellies to be kept in Nursery on your child’ coat peg. Please ensure all items of clothing are clearly marked.

**ARRIVAL AND** **COLLECTION OF CHILDREN**

Nursery doors open at 8:55am and the day starts at 9am.

The day ends at 3:15pm

The staff of the Nursery are part of Oswald Road Primary School and have duties and responsibilities as part of the School. It is therefore important that children are collected on time at 3:15pm so that Nursery Staff can fulfil their duties. Early Bird Club and Owl Club are available for before and after school care from 8.00 am in the morning and 3.30 pm onwards, for which there is a fee. Please enquire at the school office.

**ACCIDENTS, SICKNESS AND MEDICATION**

There is always a member of staff with a relevant First Aid Qualification on the school’s site and, an ‘Up-to- Date’ First Aid Box is kept on the premises at all times. Minor accidents are recorded in an accident book. Please inform us if your child contracts an infectious illness/disease or if they have any othermedical problems that we should be aware of as soon as possible. We are unableto accept children who are ill. Please do not send them for 48 hours after sickness and/or diarrhoea or with conjunctivitis as these are particularly contagious. Any child suffering from an infectious disease should be kept home from the Nursery for the appropriate

period of time advised by the doctor. The Staff of the Nursery will keep up-to-date records on children’s health. e.g. allergies. If your child needs medication, you will need to complete the relevant forms. Please speak to your child’s key worker. See also the school’s Health & Safety Policy (including administration of medicines).

**FOOD AND DRINK**

Children are provided with a carton of milk and a fruit snack daily, you can opt for dental milk (with added Fluoride) otherwise your child will receive regular milk.

If your child requires a lunch, you will need to purchase a school dinner and this can be arranged with the school office. School dinners are cooked on the premises in our kitchen and meet the government’s nutritional standards. They comply with dietary and religious requirements. Menus are sent out regularly, there is one displayed in the hall and on the outer kitchen door. Fresh drinking water is available to children at all times. A record is kept of any special dietary requirements or food allergies, taken from the child’s admission form. If you think your child is entitled to free school meals application forms to apply are available in the school office. We are a nut free school.

**BOOK BAG**

Book bags can be purchased from the school office. It is important that your child brings their book bag to school every day. Reading books, letters and pieces of the children’s work will all be sent home in their book bags so please check them at the end of every school day.

**SHARING BOOKS AT HOME**

Sharing books and stories with your child at home is very important in helping to develop the necessary skills for learning to read.

Here are some guidelines to follow when reading with your child:

* Sit comfortably in a position where your child can easily see the pictures.
* Talk about where the front is, pointing out the title and name of the author.
* Read the story, allowing your child to make comments and predict what might happen next.
* Re-read the story as often as your child wishes, run your finger under the words.
* Having read the story, encourage your child to talk about it and possibly re-tell it in her/his own words and complete fun activities such as drawing pictures or acting out parts.

**PHONICS**

In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

**Terminology - Phoneme:** A phoneme is the smallest unit of sound in a word. **Graphemes:** A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound. **Segmenting and blending:** Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

**Phase 1:**Phase One of ‘Letters and Sounds’ concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects.

Each aspect contains three strands:

* Tuning in to sounds (auditory discrimination).
* Listening and remembering sounds (auditory memory and sequencing).
* Talking about sounds (developing vocabulary and language comprehension).

**Phase 2:**In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

**Set 1**: s, a, t, p

**Set 2**: i, n, m, d

**Set 3**: g, o, c, k

**Set 4**: ck, e, u, r

**Set 5**: h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words.

**Words using set 1:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| at | sat | pat | sat | sap |

**Words using set 1 and 2:**

|  |  |  |  |
| --- | --- | --- | --- |
| **(+i)** | **(+n)** | **(+m)** | **(+d)** |
| it  is  sit  pit  pip  sip  tip | an  in  nip  pan  pin  tan  nap  tin | am  man  mat  map  Pam  Tim  Sam | dad  sad  dim  din  did  Sid  and  dip |

**Words using set 1-3:**

|  |  |  |  |
| --- | --- | --- | --- |
| **(+g)** | **(+o)** | **(+c)** | **(+k)** |
| tag  gag  gig  gap  nag  sag  gas  pig  dig | got  on  not  pot  top  dog  tot  pop  mog | can  cot  cop  cap  cat  cod | kid  kit  Kim  Ken |

**Words using set 1-4:**

|  |  |  |  |
| --- | --- | --- | --- |
| **(+ck)** | **(+e)** | **(+u)** | **(+r)** |
| kick  sock  sack  dock  pick  sick  pack  tuck | get  pet  ten  net  pen  peg  met  men | up  mum  run  mug  cup  sun  mud | rim  rip  ram  rat  rag  rug  rot |

**Words using set 1-5:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(+h)** | **(+b)** | **(+f and ff)** | **(+l and ll)** | **(+ss)** |
| had  him  his  hot  hut  hop  hum  hit  hat  has  hack | but  big  back  bet  bad  bag  bed  bud  beg  bug  bun | of  if  off  fit  fin  fun  fig  fog  puff  huff  cuff | lap  let  leg  lot  lit  bell  fill  doll  tell  sell  Bill | less  hiss  mass  mess  boss  fuss  hiss  pass  kiss  Tess |

Alongside this, children are introduced to tricky words. These are the words that are irregular. This means that phonics cannot be applied to the reading and spelling of these words.

**The tricky words introduced in phase 2 are:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| to | the | no | go | I |

**Support at home:**

**Sound-talking**

Find real objects around your home that have three phonemes (*sounds*) and practise ‘sound talk’. First, just let them listen, then see if they will join in, for example, saying:

‘I spy a p-e-g – peg.’

‘I spy a c-u-p – cup.’

‘Where’s your other s-o-ck – sock?’

‘Simon says – put your hands on your h-ea-d.’

‘Simon says – touch your ch-i-n.’

‘Simon says – pick up your b-a-g.’

Play ‘**What do we have in here?**’ Put some toys or objects in a bag and pull one out at a time. Emphasise the first sound of the name of the toy or object by repeating it, for example, ‘c c c c – car’, ‘b b b b – box’, ‘ch ch ch ch – chip’. Say: ‘A **t**all **t**in of **t**omatoes!’ ‘**T**ommy, the **t**icklish **t**eddy!’ ‘A **l**ovely **l**ittle **l**emon!’ This is called alliteration. Use names, for example, ‘**G**urpreet **g**ets the **g**iggles’, ‘**M**ilo **m**akes **m**usic’, ‘**N**aheema’s **n**ose’. Teach them ***‘Peter Piper picked a peck of pickled peppers’****.*

**Magnetic letters**

Buy magnetic letters for your fridge or for use with a tin tray and have fun making words.

**Making little words together**

Make little words together, for example, *it*, *up*, *am*, *and*, *top*, *dig*, *run*, *met*, *pick*. As you select the letters, say them aloud: ‘*a-m – am*’, ‘*m-e-t – met*’.

**Writing box**

Little whiteboards and pens are a good way for children to try out spellings and practise their handwriting.

**Handwriting support:**

**Using their whole body**

For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers. Games that help co-ordination include throwing balls at a target, under-arm and over-arm, and bouncing balls – also skipping on the spot, throwing a Frisbee, picking up pebbles from the beach and throwing them into the sea. Have fun!

**Hand and finger play**

Action rhymes such *as* ‘*Incy wincy spider*’, ‘*One potato, two potato*’ and ‘*Tommy Thumb*’ are great fun and get their hands and fingers moving. Playing with salt dough or clay really helps strengthen little fingers, as does cookery and using simple toolkits.

**Hand–eye co-ordination**

Pouring water into jugs and cups of different sizes, sweeping up with a dustpan and brush, cutting, sticking, tracing, threading beads, completing puzzles, peeling off stickers and sticking them in the right place – these all help hand–eye co-ordination.

**Useful webpages:**

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk>

**SECURITY AND CHILD COLLECTION**

Steps are taken to ensure the premises and surrounding site is secure. Main entry and exit doors are security coded. Please drop your child off at and collect them from the door into the Nursery. The perimeter gates are locked shortly after 9.10am and are not reopened again until 3.00pm. If you are late to drop off or collect outside session hours within the school day, please report to the school office. Please let the office staff know if your child is going to be late or absent. Staff

often have meetings/commitments after school, so if you are more than 10 minutes late your child may have to go into after school club at a charge. All staff are CRB checked before being employed by us, as are students and volunteers. For more information please see our Safeguarding Policy.

**FIRE PROCEDURES**

Fire drills are carried out termly. When the fire alarm sounds, the children will be evacuated out of the building to their safe point. The toilets will be checked, by a staff member, for any remaining children. A headcount/register will then be taken to ensure all children and adults are accounted for. Emergency contact numbers will be available from your registration forms for us to contact you should it be necessary. It is therefore your responsibility to inform us if this information should change.

**HEALTH AND SAFETY**

Please see the school’s Health and Safety Policy (including administration of medicines). Smoking is not permitted in any area of the school. The Nursery is insured under the school’s public and employers liability insurance. A classroom risk assessment is carried out biannually and/or whenever any significant change takes place. The toys and equipment on offer provide opportunities for children, with adult help where necessary, to develop new skills and concepts in the course of their play and exploration.

**COMPLAINTS**

If there is anything you are unhappy about, please do not hesitate to speak to your child’s keyworker or the Nursery Lead and Assistant Headteacher, Mrs Wealleans. If you are still unhappy with the outcome, please follow our complaints policy, which is the same as that of the school and can be found on the school website www.oswaldroad.co.uk

**POLICIES**

Please refer to the following school policies which can be found at www.oswaldroad.co.uk

**ADDITIONAL INFORMATION**

Booklets are available which give information and ideas about the main areas of the Early Years Foundation Stage curriculum e.g. reading, writing, and maths. These booklets can be found on the Parents/Carers Information Board. There will also be several workshops and training sessions for parents and carer throughout the year.