

# Welcome to Layfield Primary Early Years Unit.



**‘Leaders and staff work together to fulfil the vision for their school to be a place where every pupil ‘reaches higher by learning and growing together’. From their start in the early years, leaders make sure that children are ready for the next steps in their education’.**

**‘Parents and carers welcome the home visits that staff make to ensure children have the best ‘possible start’.**

**‘Children in the early years develop the detailed knowledge they need to achieve well in the next stage of their education’.**

**‘In the early years behaviour is exceptional. Staff help children to manage their own behaviour well’.**

**‘In the early years, equipment is easy to access, well organised and supports children’s learning and play. Staff support children extremely well to practise reading and writing’.**

**Ofsted January 2023**

# **Our aims at Layfield Early Years Unit** **are:-**

- To ensure that all practitioners understand your child's developmental stages; physically, intellectually, emotionally and socially to ensure that your child feels happy, safe, secure and valued
- To promote parents and practitioners working together
- To build upon what your child knows and develop this throughout the Foundation key stage
- To provide a safe, happy and stimulating learning environment that can be accessed by all children
- To promote confidence and a positive self-image
- To strive towards excellence in everything we do and create for the children; this includes the resources, the environment, the activities and most importantly the teaching and learning which take place.

## **Settling in**

We want the Early Years Unit to be a friendly and inviting place where children feel happy and safe. You are welcome to stay for a short time at the beginning of the session.

If your child becomes upset, talk to the Early Years staff about the best way to help them settle in. Your child may take a few weeks to settle. Try not to stay too long and allow your child to get used to Early Years Unit routines without you.

You can help your child to settle more easily into the Early Years Unit if you can encourage him/her to be independent and be able to do the following things:

1. Respond to their name;
2. Go to the toilet alone;
3. Wash his/her hands;
4. Put on his/her coat
5. Tidy toys away

## **Helping your child to enjoy the** **Early Years**

Early Years education works best when there is a partnership between the school and the home. We value the role of parents/carers as first educators and we encourage you to help settle your child when joining the Early Years Unit.

Before your child starts in the Nursery the Nursery teacher will arrange a home visit with you. The home visit will give you the opportunity to talk to the Nursery Teacher, complete relevant forms which we require you to fill in and raise any questions you may have. At this meeting the Nursery teacher will also organise with you a visit or visits for your child before he/she starts Nursery. The visit will enable you to see what the other

children are doing in the Early Years Unit and give you the opportunity to look around the Nursery and meet the Early Years staff.

## **Session Options**

We offer flexible session times to help fit it into your needs, they are as follows:

- Monday – Friday AM session 8:45am-11:45am
- Monday – Friday PM session 12:30pm-3:30pm
- All day Monday, Tuesday and Wednesday AM session
- Wednesday PM, Thursday, Friday session

Please ensure when you enrol your child you let a member of staff know which session you wish your child to attend and we will do our very best to offer the session that you wish. You will be asked to complete a 'Free Nursery Entitlement Contract' which you will specify which session your child will attend.

## **Our Contact Details**

Layfield Primary School  
Everingham Road  
Yarm  
TS15 9TF  
Tel: 01642 786153  
Fax: 01642 783281  
Email: [layfield.school@stockton.gov.uk](mailto:layfield.school@stockton.gov.uk)  
School Website: <http://www.layfieldprimary.org.uk>

## **The Daily Routine**

When bringing your child to the Early Years Unit please remind your child that they will need to:

- Find their coat peg which will have their name and a picture of an animal that starts with the same letter as their name.
- Wash their hands.
- Find their named lollipop stick, which also has the same picture as their coat peg and then will place it in a feeling pouch of their choice (sad, happy or worried).
- Walk into the quiet room where the session begins, on either a morning or an afternoon.

## **Clothing**

Please help your child to be independent and willing to try new activities by dressing them appropriately. Please make sure that all belongings are named clearly.

- Children in Nursery and Reception are required to wear school uniform. Please see the separate uniform policy for more details.
- Provide enough warm clothing and a coat even on days that look 'OK'- we all know what English weather is like!
- Waterproofs and wellies on wet days allow us to still access outside areas.
- Children should not wear jewellery.

- It is a good idea to send a spare set of clothes in for your child in case they get wet or dirty.

## **Early Years Kitty**

We ask for a voluntary contribution of 50p per week to enable us to fund activities such as baking and gardening. This is payable weekly or at the beginning of each half term. There is an envelope on the entrance door to Nursery and Reception class for you to put your weekly contributions in and a class tick list for you to tick off your child's name when you put in your contribution.

## **Fruit, Milk and Waterbottles**

All the children in the Nursery are entitled to free milk each day. The children are encouraged to take part in milk-time each day and enjoy a piece of fruit. The children in Reception are also entitled to a piece of fruit each day and milk at lunchtimes. Please provide a clearly named water bottle and refresh the water each day at home.

## **Absence**

If your child is unwell please do not bring him/her into the Early Years Unit as infection can spread to other children, please contact the school office directly to let us know.

## **Behaviour Management and Positive Handling**

Please refer to school Behaviour Policy and Intimate Care Policy; as the children in Early Years are much younger we encourage adults to make it clear as to why the child has to be spoken to and how they can put their mistake right. If your child has behaved inappropriately within Nursery a member of staff will speak to you regarding the incident and how the behaviour was managed.

Within Nursery, children can often become distressed or upset, as we have a caring and supportive ethos within our school children they will be comforted, appropriately, by an adult and will not be left feeling upset or alone.

## **Toileting**

We understand that occasionally children within Early Years will have a toileting accident. To help us deal with this sensitively and discreetly for your child, please provide spare underwear, socks/tights, clothing and shoes for your child during every session of Nursery. Please also provide a pack of wipes with their name on in their bag.

## **Special Educational Needs**

Our School is fully inclusive: Whatever the needs of your child, we will strive to meet them. Part of the teacher's role is to carefully observe each child's educational and physical development and share the information with parents and, if necessary, our Special Needs Co-ordinator (SENDCO).

If we are worried about progress, first we will plan particular activities in class to help your child move on. If this is unsuccessful we will ask for guidance from other agencies, for example, the Health Service or the Inclusion support service.

Parents are encouraged to approach the Early Years staff if they have any worries about their child's progress. Similarly, school will always keep parents informed of any steps taken within school to address specific needs. We aim to work in partnership throughout.

All children are individuals and in this respect every child has a special educational need. For this reason, children are grouped to match their ability and match the specific needs of the group. By assessing and keeping records, we challenge every child to try their best.

## **Gifted and Talented and More Able Children**

Parents/Carers and teachers help to identify the children who would benefit from extra challenges because they are particularly able to ensure that no child feels excluded or disadvantaged. We plan and organise for stimulation, positive, purposeful and an active learning environment to challenge all children.

## **Medical information and New Starter Forms**

Please inform us of any allergies that your child may have or any other medical information. All medication must be handed to the school office and appropriate paperwork completed before your child comes into our EYFS.

## **Emergencies**

Parents/Carers are asked to complete a form providing the school with phone numbers on which to contact someone should your child need to go home. This information is important to the welfare of your child and we rely on you to keep it up to date.

## **Policies**

Layfield Primary School Early Years Unit is part of the Primary School and as such is covered by policies for the whole school. All areas of school life are covered by a policy or statement. These are available from the school office.

## **Spring**

### **(Wrap Around Care at Layfield)**

Spring offer wrap around care, as well as holiday clubs. If you are interested in your child attending wrap around care, please see our school office team.

# **What the children do and learn whilst at the Early Years Unit?**

Children will learn through play and first-hand experiences both indoors and outdoors. The team of Early Years teachers plan a curriculum to meet your child's needs whilst at the same time following the Early Years Foundation Stage (EYFS). Children's development will be closely monitored, assessed and recorded by the members of staff within Early Years using Tapestry (the online Learning Journal) as well as Learning Journey folders. These will be available for parents/carers to look at throughout their time in Early Years.

Children do not draw a distinction between work and play, and play is the most effective way in which a young child learns. We recognise that the development of play for the individual child depends on personal development and circumstances, not chronological age, and staff will be looking to extend each child's development during activities. Children are involved in a wide variety of whole school activities throughout their time within the Early Years. They are given the opportunity to attend whole school assemblies, join in with whole school charity/event days, take part in activities with out of school visitors and also attend school trips based around their topic of work.

## **Through play, in a secure environment with effective adult support, children can:**

- Explore, develop, and represent learning experiences
- Practise and build up ideas, concepts and skills
- Learn how to control impulses and understand rules
- Be alone, be alongside others or co-operate as they talk through activities
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express feelings or re-live experiences in controlled and safe situations

## **Areas of learning in the Early Years**

### **Communication and Language**

Children listen to stories, learn rhymes and make up their own stories. They respond to simple instructions and ask questions, use simple sentences and use talk in pretending that objects stand for something else in play.

## Literacy

The children are taught how to handle books appropriately and understand how they are organised. They start to associate sounds with patterns in rhymes and letter symbols. The children have daily phonic activities. The School uses the 'Jolly Phonic' method for teaching reading and writing. When starting to write young children will use shapes, pictures and symbols and gradually begin to use familiar letter shapes. Most children start to show an interest in writing their name first, which we encourage. Letter formation sheets are available to help you with handwriting at home.

## Personal, Social and Emotional Development

The children develop their confidence, their independence and the self-respect. They start to become aware of what is right and wrong and how to behave appropriately for different situations. They learn to take turns, and be sensitive to others needs. They respond with a range of emotions and encounter new situations and experiences, including those of a variety of cultures and religions. They learn to work co-operatively in pairs, groups and as a whole class.

## Expressive Art and Design

Through painting, craft activities, music, singing, stories and role-play the children learn to develop their imagination. They develop their ability to listen, observe and develop performance skills. They explore sound and colour, texture, shape and space in three dimensions. They handle and use an increasing range of materials, suitable tools, instruments and other resources to express their ideas.

## Mathematical Development

We develop mathematical skills through practical activities such as a wide range of play activities, songs and games which encourage children to become enthused by numbers, shapes and patterns in their environment.

Counting involves saying the number names in order, matching the numbers to say one number for each counted. At this early stage children are encouraged to take notice of mathematical concepts in the environment around them, for example, on houses, trains, supermarkets etc.

Recognising and matching or naming shapes is another area which helps children, and gives them the language to describe them. They will count, sort and match familiar objects and gain understanding of concepts such as 'less than' and 'more than'. They will learn to recognise and recreate patterns.

Through sand and water activities the children begin to show awareness of capacity, weight and volume.

## Understanding the world

The children talk about where they live, their surroundings, their families and events past and present. Through exploration and experimentation they will look at features of living things, objects and events in the natural and man-made world and are taught how to examine similarities, differences, pattern and change.

Cooking sessions also provide opportunities for observing changes in materials and using technology. They will have access to a variety of information and communication technology (ICT) equipment using tape recorders, programmable toys, access to the computer suite, whole class and small class teaching using the interactive white board and regular exploration of the unit's computers.

## Physical Development

The children will use a range of climbing and balancing apparatus. They will have access to movement equipment, e.g. bikes and scooters, and learn to manoeuvre these and their bodies with increasing control and co-ordination with an awareness of space, pathways and other people. The children use balls, hoops, bean bags and ropes and handle appropriate tools and objects in construction, with pliable and malleable materials, safely and with increasing control.

# How can you support learning at home?



## Home-loan Library

We have an excellent range of books for you to borrow. The children will have opportunity to choose books to share with you at home.

At the start of Nursery your child will be given a 'Yellow Book'. Each week the Nursery teacher will email you information about what your child has covered/done during the sessions at Nursery. The Nursery teacher will set a short activity for your child to complete in their yellow book at home. Please take a photograph of your child's work and post it on Tapestry. Feel free to post on Tapestry any photographs from visits and any 'wow' moments of your child. We would love to see and hear what your child has been doing outside of school.

## You could also help in the following ways:

### Language and Literacy



- Visiting the local library
- Sharing stories and learning nursery rhymes together
- Learning how to look after books
- Have access to paper and writing equipment, encouraging your child to enjoy mark-making for a range of purpose

## Mathematical Development

- Singing number songs and rhymes together
- Colour recognition
- Recognising numbers in the environment
- Counting activities e.g. how many plates do we need?
- Jigsaw puzzles

## Understanding of The World

- Take an interest in the environment around you
- Notice the changing seasons
- Dig in the garden
- Look for mini-beasts
- Build dens from a variety of materials
- Bake regularly allowing your child full participation

***Thank you for taking the time to read through our handbook. If there is anything you are unsure about, or require further information, please come to the Early Years and ask.***

***Remember you are always welcome and we hope that your child will be very happy with us.***