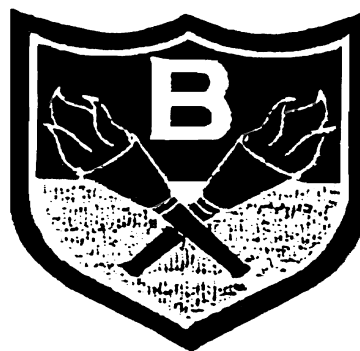


BEACONSFIELD PRIMARY SCHOOL



NURSERY SCHOOL PROSPECTUS 2011



HELLO AND WELCOME

It is hoped that your association with the Nursery 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

Fax: 020 8843 9441

Email: admin@beaconsfield.ealing.sch.uk

Website: www.beaconsfieldprimary.org.uk

Head Teacher: Mr Woods

Deputy Head: Mrs Poonai

Assistant Head: Ms Starr

Nursery Teacher: Ms Paignton

Nursery Nurse: Ms O'Shea

Session Times

Morning Session: 8:50 am - 11:50 am

Afternoon Session: 12:15 pm - 3:15 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. 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 us as soon as possible so that we can update our records.

ATTENDANCE

If your child is away from school you must inform the school. You can ring the school office on 020 8574 3506.



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

SNACKS/COOKERY MONEY



Parents are asked to pay money each week which is used to provide a healthy snack on some days and to buy ingredients to do cooking activities with the children regularly.

The amount is **50p per child per week.**

Please place this money in the container provided in the nursery entrance and make sure you tick on the list (near the money container) that you have paid.



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.

BIRTHDAYS



Birthdays can be a very special occasion for the children. On this day you may wish to send some food your child can share with their friends in the class. *(Please ensure that any food does not contain nuts or nut products).*

EDUCATIONAL SHORT TRIPS



time to help out.

The teacher may wish to take your child out on a short walk in the community linked to classroom work. You will be asked to sign a permission form for this. The teacher will inform parents of any walks they are going to take and as extra adults will be needed to help supervise, parents will be asked to volunteer their

LIBRARY



A children's library will be provided for the children to use. Our children's lending library will begin as soon as possible. Parents will be notified by way of newsletter as to the exact day. Each child will need a library bag to take a book home. You can buy a school bag from the school office for £3.50.

TREASURES FROM HOME - NO TOYS ALLOWED

While we do not wish to dampen your child's enthusiasm we ask that their toys stay at home. The only exception to this is on birthdays when on such an exciting day they understandably may wish to show their friends their new toys.



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 nursery.

Parents can help by:

- Visiting the nursery and joining in with activities as a volunteer
- Reading the notice boards and newsletters
- Collecting junk materials to use in collage and carpentry activities
- 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)
- Assisting with maintenance and beautification of nursery grounds

PARENT INFORMATION



Please read any notices at the entrance 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.

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 six important learning areas that the programme is planned around. These are:



- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

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

General Knowledge

Everything in our world has a name. Identify objects for your child and explain how they are used. Talk about what things are made of, how they are the same and how they are different. Play games using same and different. "How are a cat and a dog the same?" Tell your child why you are doing what you are doing. "We peel a banana because the skin doesn't taste nice.... We sweep the floor to keep dirt and dust out of the house". Answer their what, where, why and how questions. All their lives they will use the information you give them during their early years.

Visual Perception

The eye and the brain work as a team. This teamwork is called visual perception. Help your child observe the shape, size, colour and relationship of objects. Talk about square shaped things in the kitchen, round things on the shelves, long and short sleeves and big and little pans. Do easy dot to dot books (up to 10 numbers), simple jigsaw puzzles (8 to 12 pieces) and matching games (Lotto, Concentration, Memory, Snap, Fish).

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.

Your child needs to become familiar with the basic skills of classifying. Here are some categories to explore:

- Food:* apple, meat, milk, carrot
- Vehicles:* car, bus, tractor, aeroplane, train
- Tools:* hammer, saw, pliers, screwdriver
- Clothing:* dress, pants, shirt, coat
- Furniture:* table, chair, lamp, lounge



When your child notices a refuse collection lorry you can say: "A lorry is a vehicle. Do you see any more vehicles? Let's see how many vehicles we can find." At an early age boys and girls enjoy sorting things. Children can learn to sort the socks and put away the cutlery.

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.

Discuss body parts during bath and dressing time. Talk about colours, numbers, shapes and categories while shopping or riding in the car. Talk a lot about the world around you - rivers, bridges, streets, corners, mountains, puddles, shadows! **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.

Here are some things to do with your child. Spend two or three minutes several times a day doing these or similar activities.

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 youngsters 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.



Numbers to Ten

Count to ten or twenty often. Show your child the numerals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Tell them to give you two shoes, one cup, five spoons and six pieces of paper. 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.

Propositions 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*.

Following Directions

Your child's teacher will be saying things like: "Hang up your coat, get your lunch from your bag, and sit in the circle." When your child finds it difficult to remember and follow several instructions given to them at one time, start by giving them only one, then two and build to three. Give the directions slowly and look at the child while you talk.

One direction: "Give me the sock"

Two directions: "Clap your hands and get your shoe"

Three directions: "Touch your nose, give me the pencil and hang up your coat."

Plural

Children learn to use plural words by hearing them. When you say "two books" say the *(s)* sound clearly. If you talk about pence say the final *(s)* sound distinctly so your child will learn the signal that means more than one. Children may need some help with plural words that do not follow the rules: foot - feet, man - men, mouse - mice. Plurals are difficult for children and it will be several years before youngsters use all plurals correctly.



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! 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*.

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.

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

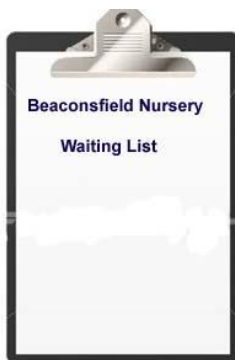


Head lice can and do occur in our school from time to time. To help control this, hair should be checked frequently, particularly the nape of the neck, under fringes and behind ears. Other family members should be checked and treatment commenced if necessary. It is also advisable for long hair to be 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 their responsibility to treat the problem as 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, they like nice, 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.

TOILET TRAINING

We expect that children in nursery have been toilet trained. 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.

RECEPTION ADMISSION



Unfortunately a place in nursery does not ensure a place in the Reception class. Children eligible to apply for admission to Reception will be supported with the application process.

All applicants 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.

JUNK PLEASE

Many important skills are developed by the children's use of junk material, and so we need a constant supply of all sorts of "JUNK". We need your help. Anything you can collect is appreciated. Here are some suggestions:

For Collage		
Cardboard/ paper	String/lace/ribbon	Old stamps
Greeting cards	Wool	Milk bottle tops
Magazines/books	Buttons	Envelopes
Wrapping paper	Material scraps	CLEAN egg shells
Silver and gold foil	Ice cream sticks	Boxes/matchboxes
Cellophane	Crepe paper	Large grocery bags
Bark/seeds	Computer paper	Shirt boxes
Cardboard cylinders	Any boxes of all shapes and sizes	
For Carpentry		
Soft wood	Leather scraps	Cotton reels
Sand paper	Lino pieces	Vinyl
Soft drink and beer bottle caps	Corks and nails	Pressure pack lids
Other		
Squirty bottles	Plastic containers	PVC pipes
Large tins	Cable reels	House paint and brushes
Large inner tubes	Large crates	Pretend area accessories

AND anything else you can think of.



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.

Step 2 - Meet the Assistant Head Teacher or Deputy Head Teacher

This should only happen if step 1 has been completed, unless the issue is particularly serious or urgent. The School Office will arrange for you to see the Assistant Head Teacher or Deputy Head Teacher.

Step 3 - Meet the Head Teacher

This should only happen if steps 1 and 2 have been completed, unless the issue is particularly serious or urgent. The School Office will arrange for you to see the Head Teacher. 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.

Step 4 - Go to the Governors

The complaint can then go to the School's Governors. This can only happen if you have gone through steps 1, 2 and 3. You can ask the School Office to arrange a meeting with the Governors, or you can write to them care of the school. A meeting with at least two of the Governors will follow. They will write back telling you their conclusions.



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.

We hope that your time at Beaconsfield Nursery will be a happy and worthwhile experience for your child and your family.

Yours sincerely



Mr Dave Woods
Head Teacher

