



# All Souls' Catholic Nursery

## 2021 - 2022



# Our Ethos

At All Souls' Nursery we aim to do the following for your children:

**Engage** them in a curriculum which encourages independent thought and exploration

**Motivate** them to learn independently, whilst looking to others for guidance and support

**Create** with them, using key skills which will become essential in later life

**Inspire** them to make connections between their life at Nursery and at Home

**Share** their achievements with others

**Develop** their skills in a variety of areas using a range of techniques

**Support** their independent critical thinking and independent learning

**Have fun** with them during their time with us

**Learn** with them

We have a very positive outlook towards your children, looking at what they can do and building on those pre-existing skills.

# About the School



**School Address:** All Souls' Catholic Primary School  
Abercorn Road  
Chapelfields  
Coventry  
CV5 8ED

**Telephone:** 024 76675836

**Fax:** 024 76717375

**E-mail:** [admin@souls.coventry.sch.uk](mailto:admin@souls.coventry.sch.uk)

## Leadership Team 2021-22

**Headteacher:** Mr A Cooke

**Assistant Headteachers:** Miss R Corkerry  
Mrs J Hartwell

**Foundation Stage Manager** Mrs S Jilks

## Teaching Staff

**Nursery Teacher:** Mrs S Schofield

**Nursery Nurse:** Mrs T McCloskey

# About the School

All Souls' Catholic Primary School provides for the education of children aged between 3 and 11 years old. It has approximately 220 pupils on role.

We serve the families within and beyond the parish of the Precious Blood and All Souls, and our practice within Nursery and school reflects the Catholic ethos.

If you require any more information regarding the school or Nursery, please consult our website:

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

Alternatively, you may contact Mrs Rae or Mrs Cannon, our School Administrative Officers, who will be more than happy to provide you with a school prospectus which outlines an admissions procedure and criteria.



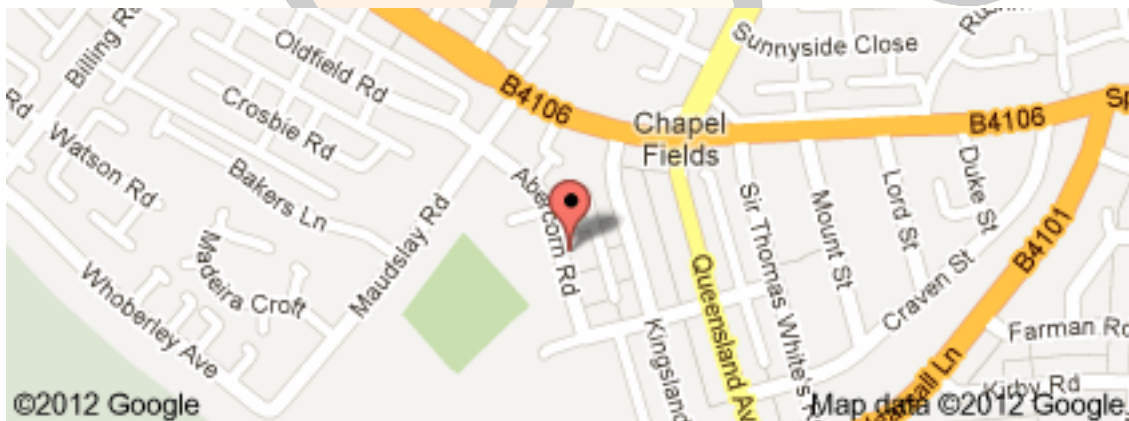
## Where to Find Us

The entrance to the Nursery can be found by following the path to the left of the main school entrance. This gate and door is for the use of the Nursery and All Sorts' Early Years Care only.

Please note that the gate will be unlocked five minutes before the end of each session in order for you to collect your children.

Always accompany your child into the Nursery cloakroom and ensure they are settled before you leave. When the session ends, please come into the Nursery to collect your child and try to be prompt, as some children can become distressed when their friends are collected and they are left. All mobile phones need to be put away before entering the cloakroom.

Please inform the Nursery staff if someone other than yourselves will be collecting your child. The Nursery operates a security password system for collection and without this information we will not allow any child to leave the Nursery, until we have contacted you.



# Nursery Admissions Policy

## Introduction

We admit children in the Autumn Term after their third birthday. We have places for 26 children for five morning sessions per week.

You must apply to the Nursery before your child's third birthday. Your application will be considered using the Admissions Criteria. We will inform you if your application has been successful as soon as possible.

**An admission to the Nursery class does not guarantee your child a place in the school. You must make separate applications to the Local Authority and All Souls' Catholic Primary School.**

## Admissions Criteria

If there are more applications than places, we will offer places based on the following order of priority:

1. Baptised Catholic children who are in the care of a local authority (looked after children) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989)
2. Baptised Catholic children living within the Parish of the Precious Blood and All Souls' who have a brother or sister in the school at the time of admission
3. Baptised Catholic children living within the Parish of the Precious Blood and All Souls'
4. Baptised Catholic children living outside the Parish of the Precious Blood and All Souls' who have a brother or sister in the school at time of admission
5. Other Baptised Catholic children living outside the Parish of the Precious Blood and All Souls'
6. Non-Catholic children who are in the care of a local authority (looked after children) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989)
7. Non-Catholic children who have a brother or sister in the school at the time of admission
8. Non-Catholic children

# All Souls' Nursery

We are a Catholic Nursery with a non-denominational admissions policy, and we are supportive of the Catholic ethos reflected throughout the school. This means that, while your child may not be baptised Catholic, they will have the same priority as those who are.



We work closely with Reception children and staff, and have developed excellent links between ourselves and the All Sorts' Early Years children and staff. Between us, we aim to promote a happy, caring environment in which children feel secure and confident to learn and develop.



This will be achieved through giving children opportunities to explore a wide variety of materials, resources, play activities and external experiences. These will encourage and enhance your child's learning and development in a pleasurable and rewarding way.

# Nursery Code of Conduct

Remember:

**You Are Important!**

In the whole area of relationships between children, their peers and staff, we believe there should be:

**Consistency of treatment**

**Fairness**

**Justice for all involved**

At the beginning of each school year, we talk with the children about what are acceptable boundaries and expectations within the Nursery environment. We encourage the children to think of these independently and establish, as a class, a set of rules to which we all try to adhere. These are reinforced throughout the year using rewards and sanctions as appropriate.

Last year the rules, as established by the children, included:

**We listen to each other**

**We care for each other and the world around us.**

**We have kind hands and feet**

**We always say please and thank you**

We feel these points are important for our Nursery children in preparation for their journey through the school and the values set out in the school's Mission Statement.



# The Nursery Day

Below is an example of our weekly timetable. This however, is never set in stone, and we often forgo certain planned activities in order to capitalise on the children's interests and abilities.

We hope to offer the children a variety of experiences throughout the day including times for:

**Continuous Provision – the children may participate in self-chosen or adult guided activities**

**Adult directed activities – during whole class time, children will experience explicit teaching from an adult**

**Key Person activities – these can be guided or directed activities dependent on the children's needs**

Starting Time	Activity	What are the children doing?
8:30	Self Registration Continuous Provision	Showing us they are here Choosing how they would like to learn last week's Learning Objectives and consolidating existing skills
8:45	Whole Class	Date and weather
9:00	Key Person Teaching Time	Adult Led session learning a new skill
9:15	Continuous Provision	Choosing how they would like to learn this week's Learning Objectives, and learning new skills
10:35	Whole Class Snack	Adult Led session on hygiene and independence
10:50	Phonics	Adult Led session in Communication and Language objectives
11.05	Story/Rhyme time Review of the Day	Telling us what they have learned today
11:30	Home Time	

## Home Visits

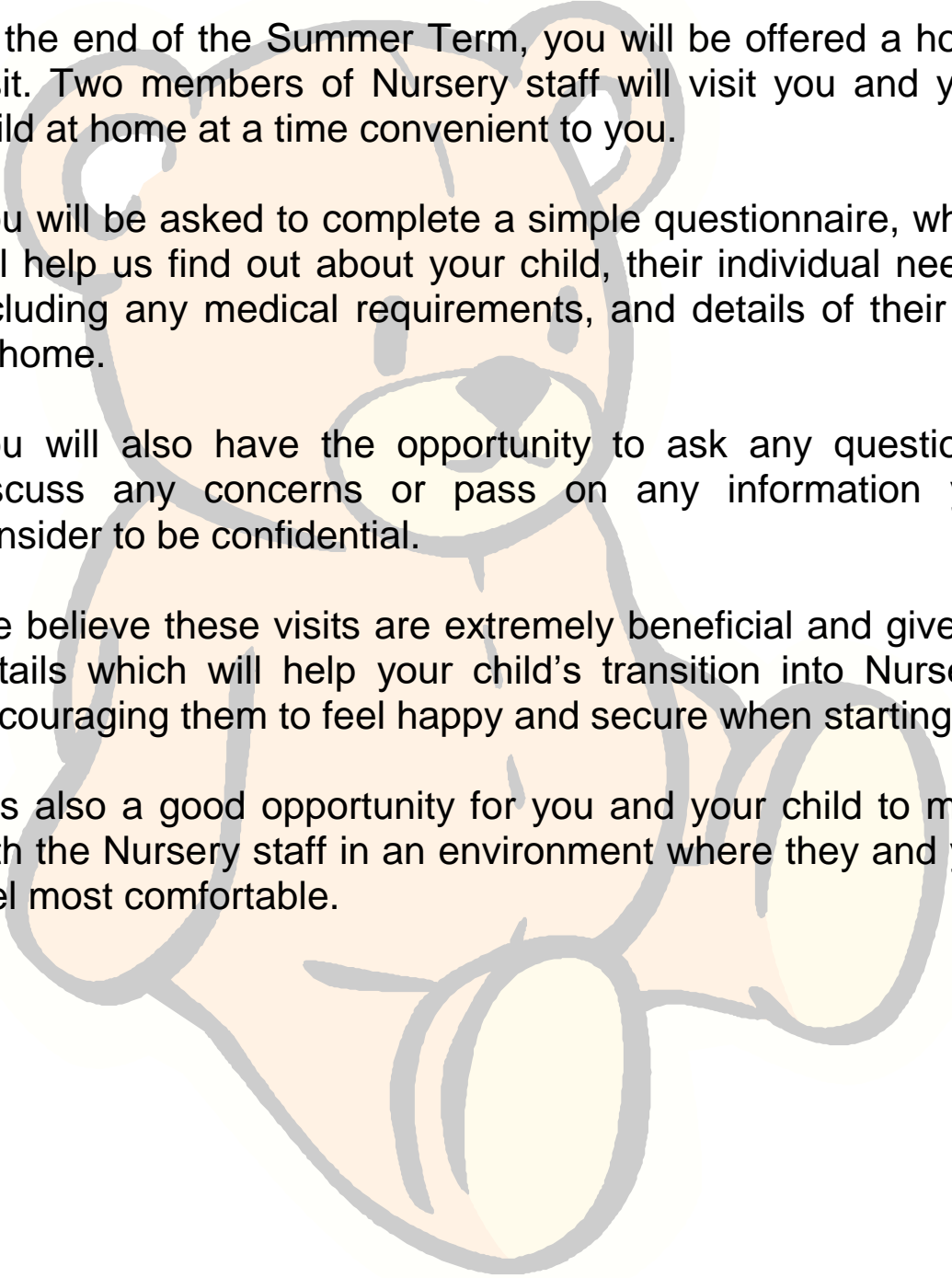
At the end of the Summer Term, you will be offered a home visit. Two members of Nursery staff will visit you and your child at home at a time convenient to you.

You will be asked to complete a simple questionnaire, which will help us find out about your child, their individual needs, including any medical requirements, and details of their life at home.

You will also have the opportunity to ask any questions, discuss any concerns or pass on any information you consider to be confidential.

We believe these visits are extremely beneficial and give us details which will help your child's transition into Nursery, encouraging them to feel happy and secure when starting.

It is also a good opportunity for you and your child to meet with the Nursery staff in an environment where they and you feel most comfortable.



## Parent Helpers in the Nursery

We actively encourage and welcome parent helpers into the Nursery, who may join us for any number of sessions.

We often need support with library time and cooking activities, and off-site trips to local and national venues.

We would also like to encourage parents with a particular skill, talent or interest to join us and share their expertise with the children.

So if you feel you have endless patience and enjoy working with young children and adults, please join us, we would love to see you.

## Settling your Child into Nursery

When your child comes to Nursery for the first time, it can be daunting for both you and them; therefore we aim to make the transition process as painless as possible. Some children will take to Nursery like a duck to water, others will not!

On your child's first few days in Nursery, you are welcome to stay with them for as long as it takes for them to feel settled and comfortable. The children will have been allocated a starting day which you should receive during the Open Afternoon in the Summer Term. This is based on their previous experiences of care, with the home-cared children starting first in order to give them maximum opportunity to settle.

# Parental Partnership

We feel strongly that a partnership between us and yourselves has beneficial results for your child's learning and development. As such, we have the following in place:

In each of the Autumn and Spring Terms, there will be a Parent Consultation which is an opportunity to review your child's progress with their Key Person.

In the Summer Term, your child will receive an end-of year report, detailing their progress and next steps, to which you have the right to reply.

Staff are willing and able to discuss your child's individual needs on a daily basis as required. This exchange of information is most important and will be treated in the strictest of confidence.

We also have a notice board on the left of the entrance to Nursery. On here you will find general information about local and national initiatives and activities. We will also post a weekly bulletin referencing which skills we will be focussing on as a class throughout the week and how you can support them at home. Please ensure you check this notice board on a regular basis, and if you would like to add or contribute to it, please speak with a member of Nursery staff. Every Friday we also do a Nursery blog to let you know what we have been doing in Nursery each week and what we will be covering the following week.

Throughout the year, your child will have a Learning Journey, which is an ongoing working document to which you, your child and we can contribute. In it you will find examples of your child's work, photographs, observations and comments from us. We ask in return that you contribute to this document as it allows us more access to the children's experiences outside of Nursery. This is an essential tool for assessing the children's interests and abilities, as well as giving you details of what we do in Nursery.

# The Early Years Foundation Stage

Over the next few pages, we will outline the statutory framework to which all early years settings must adhere. You will find examples of what the children are expected to achieve by the end of the Reception year, alongside examples of how we get them there!

## **A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured

## **Positive Relationships**

Children learn to be strong and independent through positive relationships

**These are the four principles which underpin all our work in the early years**

## **Enabling Environments**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers

## **Learning and Development**

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

# The Three Prime Areas of Learning and Development

The prime areas begin to develop quickly in response to relationships and experiences. They are fundamental, work together, and move through to support development in all other areas. They are:

## Personal, Social, and Emotional Development

### Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### Self-Confidence and Self-Awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

### Managing Feelings and Behaviour

Children talk about how they and others show their feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes to routine in their stride.

### How we do this...

We always start with the children's interests as this makes learning much more fun! Throughout their time in Nursery, the children will be encouraged to think about how they can look after each other and themselves. We play lots of games and fun activities which encourage turn taking, and model how to play with certain resources and other children.



# Communication and Language

## Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

## Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

## Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## How we do this...

We encourage the children to use different materials and resources to explore their abilities and interests, challenging them when necessary and modelling the correct language. We share stories, songs and rhymes on a daily basis so that children are exposed to wide variety of language and its uses.



# Physical Development

## Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

## Health and Self-Care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## How we do this...

We encourage independence right from the start, offering support only when absolutely necessary. We give children opportunities to explore tools and equipment, often modelling correct and safe uses for them. We use a wide variety of resources, indoors and out, which allow the children to explore large and small scale movements. The children also have P.E once a week in the hall which is led by a specialist member of staff.





# The Four Specific Areas of Learning

The specific areas include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas and provide important contexts for learning. These are:

## Mathematics

### Numbers

Children count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

### Shape, Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### How we do this...

We count EVERYTHING!!! Accuracy is the cornerstone for all mathematics, so we ensure that children's counting is secure. Alongside this, we teach the properties of shapes to encourage accurate recognition, and we give children the opportunity to explore resources which support the concepts of measuring, modelling the correct language as we do so.



# Literacy

## Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

## Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## How we do this...

We share a huge variety of books – fiction, non-fiction, rhyming, funny, and serious; we want children to first and foremost enjoy reading and understand that it has purpose. We also model how to write on a regular basis in order for the children to see that text carries meaning and they too can write! In the second half of the Autumn term the children will start formal phonics which entails learning letters and their corresponding sounds (phonemes).



## Expressive Arts and Design

### Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

### How we do this...

We talk with the children about the process of creation and analysis, using specific language. We sing songs and rhymes daily and have weekly tuition with Miss Faulkner, the school's resident dance teacher. We give children the opportunity to explore materials before demonstrating how they can be used effectively to create masterpieces!



# Understanding the World

## People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

## Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## How we do this...

We explore our environment as much as possible – school, local and sometimes national! We model how to talk about the special people and events in our lives, and encourage children to do the same, sometimes using their Learning Journeys for support. We use technology in our everyday lives and encourage the children to think about how they use technology in theirs.



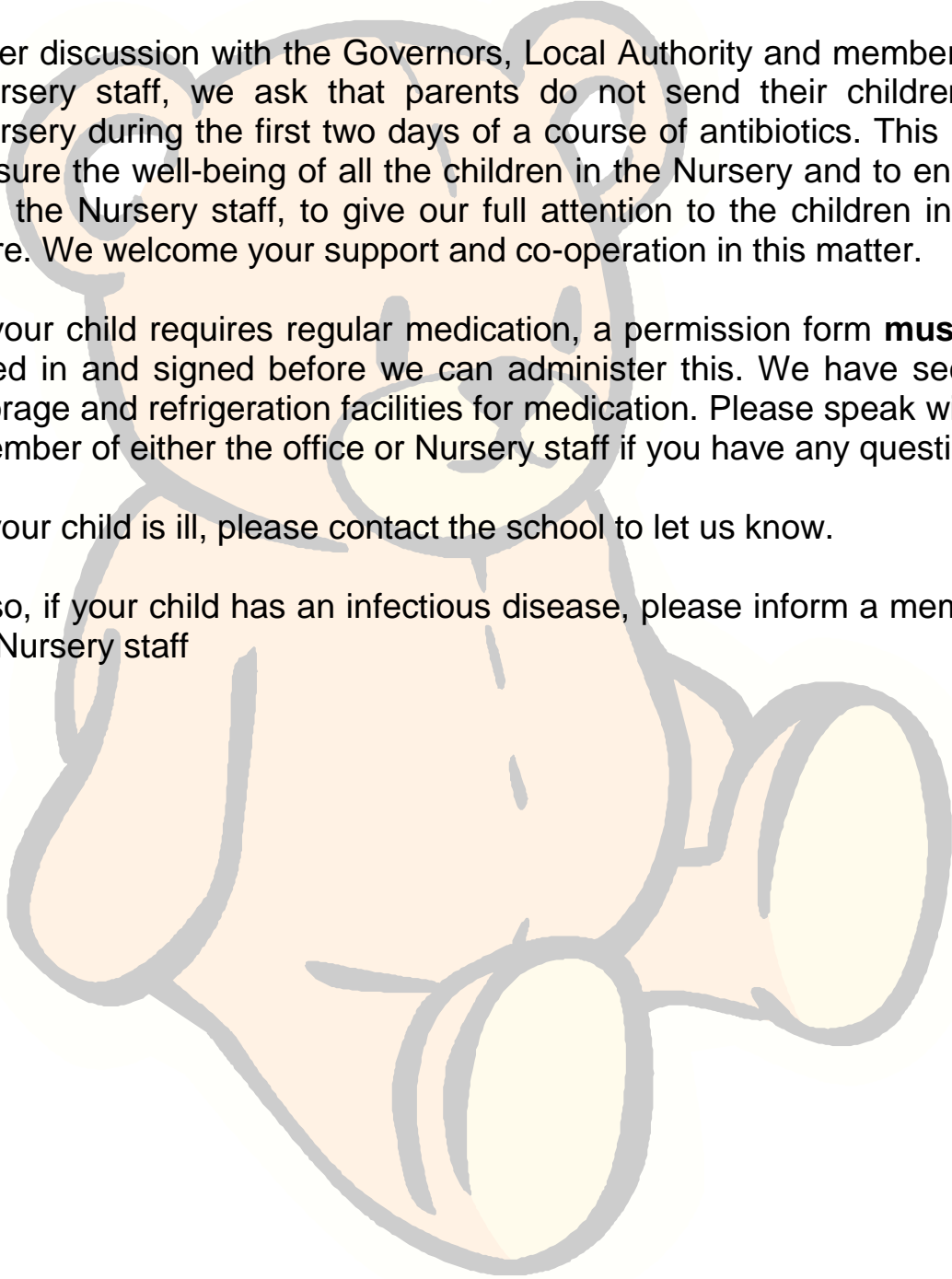
# Medical Information

After discussion with the Governors, Local Authority and members of Nursery staff, we ask that parents do not send their children to Nursery during the first two days of a course of antibiotics. This is to ensure the well-being of all the children in the Nursery and to enable us, the Nursery staff, to give our full attention to the children in our care. We welcome your support and co-operation in this matter.

If your child requires regular medication, a permission form **must** be filled in and signed before we can administer this. We have secure storage and refrigeration facilities for medication. Please speak with a member of either the office or Nursery staff if you have any questions.

If your child is ill, please contact the school to let us know.

Also, if your child has an infectious disease, please inform a member of Nursery staff



# Periods of Absence

A child must remain away from school and Nursery in the case of:

**Sickness and Diarrhoea:** 48 hours after all the symptoms have disappeared

**Head Lice:** until treatment has been administered and lice are not detectable

**Conjunctivitis:** until there is no sticky discharge from the eye(s) or treatment is given and inflammation has resolved

**Chicken Pox:** for 5 days after the last crop of spots. All spots **must** be scabbed over.

**Shingles:** patients with shingles are infectious for a week after the appearance of their lesion or while the lesion is still weeping, whichever is the longer

**Measles:** for 4 days from the appearance of the rash

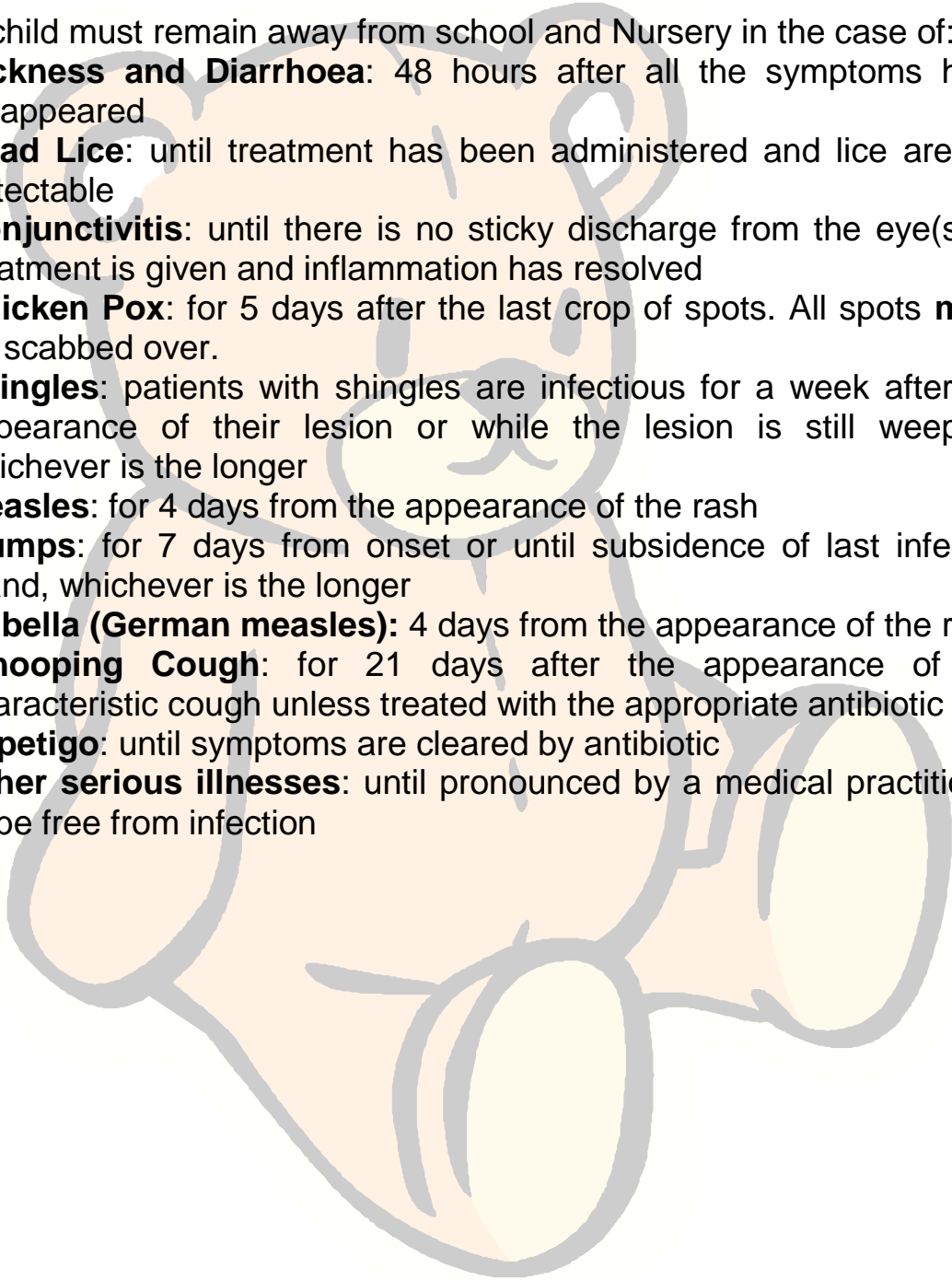
**Mumps:** for 7 days from onset or until subsidence of last infected gland, whichever is the longer

**Rubella (German measles):** 4 days from the appearance of the rash

**Whooping Cough:** for 21 days after the appearance of the characteristic cough unless treated with the appropriate antibiotic

**Impetigo:** until symptoms are cleared by antibiotic

**Other serious illnesses:** until pronounced by a medical practitioner to be free from infection



## Additional Information

School uniform is not compulsory but if you would like your child to wear a Nursery sweat top these can be purchased from Andy Blair's uniform shop in Coundon.

The children will also need a school book bag which can be purchased from Andy Blairs.

Each child will be given a coat peg and a box, on which they will find their name and a picture for ease of recognition.

In their box we ask that you provide the following for use throughout the year:

- **Hat**
- **Scarf**
- **Gloves**
- **Wellington boots**
- **Pumps**
- **Spare change of clothes (for accidents – toilet and non-toilet related!)**

Please aid us in dressing your child in 'easy' clothing, so they are able to visit the toilet, dress and undress more independently. Shoes should have Velcro/buckle fastenings rather than laces.

In the Summer term the children will need a P.E T-shirt (with school logo) and a pair of shorts.



# Nursery Fund

Over the last two years we have raised a substantial amount of money through the Nursery Fund. As you may know, school's budgets are becoming increasingly tight and finding money for even basic equipment can sometimes be a challenge. With this in mind, we ask that families donate £1.00 per week to our Nursery Teddy, which can be found next to the children's self-registration cards. These contributions allow us to be more flexible in the way we approach your child's education and experiences, and enable us to provide new and exciting opportunities more quickly.

Through the generous contributions from our friends and families we have been able to provide the following:-

- **Cooking and food tasting experiences for Chinese New Year and The Very Hungry Caterpillar!**
- **Live caterpillars, stick insects, and fish which enable the children to see first hand the "Circle of Life" and encourage caring for pets and animals!**
- **New books and games which encourage children's enthusiasm for reading and taking turns, and will last us for many years to come!**
- **Subsidised trips and charity donations, increasing children's awareness of the local, national and global environment!**





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## Please remember...

School is a partnership involving your child, yourself and the school.

If you have any suggestions or concerns, however small they may appear, please come and talk with us. We are always available briefly at the beginning and end of each Nursery session. If you require more time, please make an appointment to see us.

*We will always try to help.*

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