



# All Souls' Catholic PRIMARY SCHOOL



## NURSERY WELCOME BOOKLET 2022-23

*“Christ is our Light”*

# 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

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

## Leadership Team

**Head Teacher:** Mr A Cooke

**Deputy Head Teacher:** Mrs R McGrath (September 2022)

**Assistant Head Teacher:** Mrs J Hartwell (September 2022)

**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.

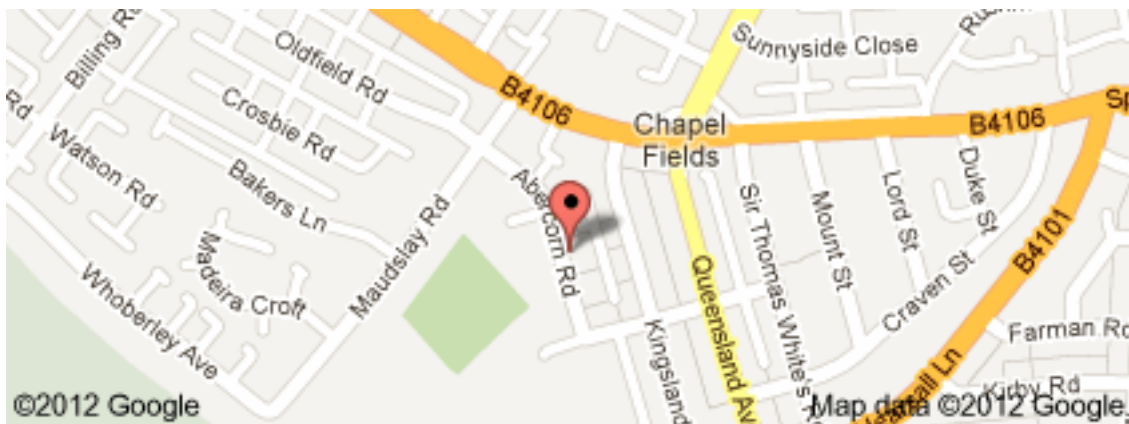
# Where to Find Us

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. If you have any concerns regarding COVID, please do not hesitate to contact us. We are always happy to meet outside, i.e., in your garden.

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 which will be available via the school website prior to your home visit: [www.allsoulsschool.co.uk](http://www.allsoulsschool.co.uk) > Classes > Nursery > New Nursery Intake

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.

Every Friday we write 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.

We use an online journal called Tapestry where we take photos and write about what the children have been learning. You are also able to contribute to this as we are always interested in what the children have been doing at home with their family and friends. 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!



# 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.

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## 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, scissors and paint brushes.

### 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

Develop fast recognition of up to 3 objects without having to count them (subitising), recite numbers past 5, accurate counting of objects, show finger numbers up to 5, link numerals and amounts.

### Shape, Space and Measure

Children use everyday language to talk about size, weight, capacity and position. They explore characteristics of everyday objects and 2D/3D 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 understand the 5 key concepts about print; print has meaning, print can have different meaning, print can have different purposes, English is read from left to right and top to bottom, name the different parts of a book and page sequencing. Develop their phonological awareness so they can spot and suggest rhymes and count or clap syllables in a word, recognise words with the same initial sound.

## Writing

Write some letters accurately. Use some of their print and letter knowledge in their early writing, i.e., write a pretend shopping list.

## 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 encourage lots of talking about books to develop understanding and build vocabulary. Engage in lots of mark making and fine motor control activities. Write some or all of their name.



## 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.

### 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. We have lots of hands on experience of caring for plants, animals and insects and we do lots of planting and growing in our outdoor area.



## 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 Exclusion

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

**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

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

# Additional Information

The children will need a school book bag and PE top with logo which can both be purchased from purchased from the Andy Blair uniform shop on Barker Butts Lane, CV6 1DY or The Schoolwear Company on Winsford Avenue, CV5 9JG. School uniform is not compulsory, however, a Nursery jumper or cardigan is available to purchase from the stores detailed above should you wish to. Our school colours are white polo tops/shirts, grey trousers/skirts/shorts and navy cardigans/jumpers. In the Summer, girls wear blue check dresses. There is absolutely no obligation to purchase school uniform.

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

We ask that you provide the following for use throughout the year:

- **Hat / sun hat**
- **Scarf**
- **Gloves**
- **Wellington boots (to be kept at school)**
- **Pumps in a PE bag**
- **Spare change of clothes (for accidents – toilet and non-toilet related!)**

The children have a PE session in the hall with Miss Jade once a week. We ask that children come dressed in their PE kit on this day (All Souls' PE top and shorts/leggings/tracksuit bottoms) so that they only need to change in to their pumps. Their pumps will be kept in their PE bag on their peg.

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.

# 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 Money Monster which can be found at the entrance to Nursery. 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**
- **Putting on mock weddings, baptisms etc**
- **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!**
- **Resources to enhance our role play area**
- **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!**
- **Compost, seeds and plants to experience life cycles and encourage children to care and look after our 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 can also be contacted via email.

## We will always try to help.

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