

Lydalls Nursery School

Promoting self motivated, independent learners.



Welcome to Lydalls Nursery School

At Lydalls we believe that high quality early learning experiences are vital as they lay the foundations for a lifetime's love of learning. We value Parents as the first and most important educators of their children, and we look forward to developing a close and supportive relationship with you during your child's time with us.

This prospectus will provide you with introductory information about our aims and values. It will explain how we work and how the children will learn during their time with us.

Additional information will be displayed in school, published on our website or sent home in newsletters. At all times we will be happy to answer any questions you may have.

“The staff are ambitious for every child to succeed and, through their excellent teaching, ensure the childrens make outstanding progress.”

Ofsted 2007



“
This is an outstanding school
where every child's needs are
met by a dedicated and
professional team led by an
inspirational headteacher.
”

Ofsted





About Lydalls Nursery School

Lydalls Nursery School is a Local Authority maintained nursery school, which has existed on this site for over 60 years. Our current building was opened in 1995 and it was further developed in 2001 to provide a wide range of extended services.

Lydalls Nursery School receives a regular full school Ofsted inspection. Our most recent inspection graded all areas of provision as outstanding.

The Nursery School offers a funded education place for children aged 3 to 5 years. Children's names may be placed on the waiting list from their 2nd birthday.

The Nursery provides 60 places per session. It is an inclusive school with 10 of these places prioritised for children identified as having Special Educational Needs.

The Nursery is open from Monday to Friday during term time. Term dates and holidays are displayed in the entrance hall and on our website.

Initially children are offered a part time place of either 5 mornings or 5 afternoons per week. From September 2009 children will receive an additional 2½ hours per week. During the academic year when children turn 5, they will be offered a full time place. Full time children will receive a school meal, which is cooked on site. There is a charge for this.

Additional sessions, breakfast club, after school club and holiday clubs are provided in an integrated way by our Chameleon Club. There is a charge for these sessions.

There is no charge for Nursery School sessions, although we do request a weekly, voluntary donation of £1 to help purchase expendable resources.

We work closely with, and receive regular visits from a range of support agencies, including educational psychologists, speech and language therapists and Oxfordshire's early years advisory team.

The school works in partnership with local pre-schools and the Didcot Partnership of Schools to ensure continuity of provision.

The Nursery is used as a training placement for teachers, nursery nurses and work experience students. We are also used as a model of good practice by the Local Authority and provide and/or host a wide range of training events.

Parents and members of the local community are encouraged to come in to school to support our work.



People in the Nursery School

At Lydalls, we believe that our outstanding practice is dependent on the quality of our staff. For this reason all our staff, who work with the children, hold early years qualifications and take part in regular professional development training.

Teaching Staff

We have a team of fully qualified early years specialist teachers that includes a headteacher and 2 full time teachers.

Nursery Nurses

We have a team of Nursery Nurses who have completed a two year training in the development, health and education of children from birth to eight years and hold the National Nursery Examination Board certificate (NNEB)

Teaching Assistants

Our team of teaching assistants all have extensive experience and hold or are working towards a National Vocational Qualification in early education and childcare.

Chameleon Club

The coordinator and support staff for our extended services all have extensive experience and hold a National Vocational Qualification in early education and childcare.

Administrators

We are supported by a burser and an administrator, both of whom have relevant qualifications and wide experience.



“My child certainly enjoys school and I can see his confidence growing through encouragement and praise from the staff.”

Ofsted



The smooth running of the school depends on the assistance of a number of other staff members including a cleaner, cook and kitchen assistant.

All staff are police checked and receive regular performance reviews and professional development training.

The School Governors

The school governors play an important part in the life of the school. They work closely with the Headteacher and have a general responsibility for overseeing every aspect of the school, its standards, activities and welfare.

The governors meet regularly to discuss the curriculum and other issues concerning the management of the school and they are involved with the appointment of staff.

The governors also make regular visits to the school.

There are four parent governors who are elected by parents. When appointed they must have a child attending the school, but they do not have to stand down when their child leaves, as their maximum term of office is for four years. The Headteacher and two members of staff are also members of the governing body, along with three community and two local authority governors.

Photographs of current staff and governors are displayed in the entrance hall. Minutes of governors' meetings and contact details are also displayed.

“

The headteacher sets high standards and staff respond with enthusiasm because all believe that the interests of the children should be at the heart of all decisions. ”

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Starting Nursery

When spaces permit children are offered a funded place the term after their third birthday. Parents and carers will receive the offer of a place about two months prior to this.

Once a place is accepted we encourage you to visit the Nursery as often as possible, to help both you and your child to become familiar with the setting, the people and the routines.

Visiting times are 9.30-10.30am or 1.30-2.30pm. All children must have at least one visit before starting.

A new parents evening is arranged prior to your child starting Nursery, where details of the Nursery day will be discussed.

Before your child starts Nursery we will arrange a home visit from your child's key person. This provides an opportunity for you to help us get to know your child better and for you to ask any questions you may have.

During the first term a tea party is held, to which new children and their families are invited. This will enable you to meet your children's new friends and their parents. Lots of new friendships and a closer relationship with the school are formed through these events.

Children may start at the Chameleon club during the term of their third birthday. Parents can book sessions to suit them. This approach has proved to be really effective in helping children settle happily into Nursery, as they can be gradually introduced into longer spells away from you. There is a charge for all additional sessions, but there are various voucher schemes and tax credits that can be used to help with the costs. Please speak to a member of staff in the office or Chameleon club about this.



“
I cannot speak highly enough of
Lydalls; its facilities, its caring and
enthusiastic staff, its ethos. ”

Ofsted





Daily routines

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|---------------|--|
| 8.00 - 9.00 | Breakfast club – healthy breakfast and play activities in the Chameleon room. |
| 8.50 - 9.00 | Parents can bring their children into Nursery and share a book or game with them. Staff may be busy setting up or at meetings at this time, so please do not leave your children until you have registered them at 9.00. |
| 9.00 - 9.20 | Parents register their children with a member of staff and then settle them to an activity. Children have access to both inside and outside areas and parents /carers are welcome to stay and play with their children or to help us with an activity. Afternoon children who are at the Chameleon club may join in the free play session or use the Chameleon room to enjoy a quieter time. |
| 9.30 - 10.30 | Three adult focussed activities will be taking place, two inside and one outside. Staff will also be working with individual children to support their needs. During this time drinking water is freely available and milk and fruit are served. |
| 10.30 - 10.40 | Tidy up time encouraging the children to take responsibility for the Nursery environment. |
| 10.40 - 10.50 | All children go to the carpet for a review of the morning and singing. |
| 10.50 - 11.20 | Group time. Planning for group time reflects individual needs, abilities and interests. |
| 11.20 | Parents/carers arrive to collect morning children. Full time children play outside, stay in the book area or help set the lunch tables. |
| 11.30 | Children wash their hands and then sit at tables to enjoy a freshly cooked meal served by the staff. |
| 12.20 - 1.00 | Children share books on the carpet followed by singing or a story and directed small group activities planned to meet individual children's needs. |
| 1.00 - 1.20 | Afternoon children arrive. Children have access to both inside and outside areas and parents/carers are welcome to stay and play with their children or to help us with an activity. Morning children who are at the Chameleon club may join in the free play session or use the Chameleon room to enjoy a quieter time. |
| 1.30 - 2.30 | Three adult focussed activities will be taking place, two inside and one outside. Staff will also be working with individual children to support their needs. During this time drinking water is freely available and milk and fruit are served. |
| 2.30 - 2.40 | Tidy up time encouraging the children to take responsibility for the Nursery environment. |
| 2.40 - 2.50 | All children go to the carpet for a review of the afternoon and singing. |
| 2.50 - 3.20 | Group time. Planning for group time reflects individual needs, abilities and interests. |
| 3.20 | Parents/carers arrive to collect children. |
| 3.30 - 5.30 | After school club in the Chameleon room. Healthy tea is served and children can choose from a range of play activities. |

Aims

We aim to inspire children to discover that learning is fascinating, meaningful and fun.

We aim to develop happy, considerate, self confident and independent children.

We work to achieve this by:

- * Providing a welcoming, happy and safe place where there is time for laughter and joy in learning together.
- * Providing high quality education and care based on our professional knowledge of how young children learn.
- * Offering a safe, well planned, imaginative, stimulating and challenging environment both indoors and outside where it is accepted that powerful learning often involves making mistakes.
- * Encouraging and supporting children to develop a positive self-image and attitude to learning so that they can achieve their best socially, creatively, intellectually and physically.
- * Forming a close partnership with parents and carers, who we value as the children's first and most enduring educators.
- * Valuing each child and respecting their family and background, thus engendering mutual respect and understanding.
- * Building a strong partnership with the community, including future schools.
- * Providing opportunities for children to learn through self-chosen, independent and supported play, taken at their own pace.
- * Encouraging children to solve problems and become independent thinkers.
- * Being articulate advocates for Nursery Schools and promoting the importance of high quality foundation stage education.
- * Celebrating, supporting and providing ongoing professional development for the high quality, positive and enthusiastic staff team.

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I have found Lydalls to be a fantastically run nursery that puts the care and happiness of the children at the forefront. ”





Principles

We believe that:

1. Young children learn best through first hand experiences, exploration, play and talk
2. Parents are children's primary educators and partnership work is essential.
3. Effective education requires knowledgeable and skilled practitioners who understand children's developmental needs.
4. Children's ethnic, faith and cultural heritage should be valued and respected. No child should be excluded or disadvantaged.

5. Each child is unique and special, with individual ways of learning which should be valued and respected.
6. Young children learn from everything that happens to them, they do not compartmentalise their learning.
7. The process of learning is as important as the end result.

8. Observation and assessment are fundamental to the provision of interesting, relevant and effective planning for children's learning.
9. Effective teaching builds on and develops children's interests, knowledge, understanding and skills.

“The staff are always available to tell me how my child is doing and they know every detail of his development.”

Ofsted



Curriculum

The EYFS is made up of six areas of learning and development. All areas of learning and development are connected to one another and are equally important. All areas of learning and development are underpinned by the principles of the EYFS.

The areas of Learning and Development are:

- * Personal, Social and Emotional Development
- * Communication, Language and Literacy
- * Problem Solving, Reasoning and Numeracy
- * Knowledge and Understanding of the World
- * Physical Development
- * Creative Development.

Personal, Social and Emotional Development

This is made up of the following aspects:

Dispositions and Attitudes –

This is about how children become interested, excited and motivated about their learning.

Self-confidence and Self-esteem –

This is about children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives.

Making Relationships –

This is about the importance of children forming good relationships with others and working alongside others companionably.

Behaviour and Self-control –

This is about how children develop a growing understanding of what is right and wrong and why, together with learning about the impact of their words and actions on themselves and others.

Self-care –

This is about how children gain a sense of self-respect and concern for their own personal hygiene and care and how they develop independence.

Sense of Community –

This is about how children understand and respect their own needs, views, cultures and beliefs and those of other people.





Communication, Language and Literacy

This is made up of the following aspects:

Language for Communication –

This is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes.

Language for Thinking –

This is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about.

Linking Sounds and Letters –

This is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.

Reading –

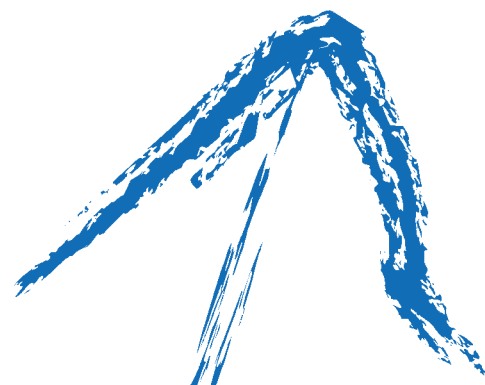
This is about children understanding and enjoying stories, books and rhymes, recognising that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

Writing –

This is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.

Handwriting –

This is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.



“By the time they leave school the children are confident learners who are working at levels in all of the areas of learning that are well in advance of those expected for their age.”

Curriculum

Problem Solving, Reasoning and Numeracy

This is made up of the following aspects:

Numbers as Labels and for Counting –

This is about how children gradually know and use numbers and counting in play, and eventually recognise and use numbers reliably, to develop mathematical ideas and to solve problems.

Calculating –

This is about how children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be 'added together' and can be separated by 'taking away' and that two or more amounts can be compared.

Shape, Space and Measures –

This is about how through talking about shapes and quantities, and developing appropriate vocabulary, children use their knowledge to develop ideas and to solve mathematical problems



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Children's spiritual, moral, social and cultural development is excellent. They sensitively show concern for others and the natural world.

Ofsted

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Knowledge and Understanding of the World

This is made up of the following aspects:

Exploration and Investigation –

This is about how children investigate objects and materials and their properties, learn about change and patterns, similarities and differences, and question how and why things work.

Designing and Making –

This is about the ways in which children learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely.

ICT –

This is about how children find out about and learn how to use appropriate information technology such as computers and programmable toys that support their learning.

Time –

This is about how children find out about past and present events relevant to their own lives or those of their families.

Place –

This is about how children become aware of and interested in the natural world, and find out about their local area, knowing what they like and dislike about it.

Communities –

This is about how children begin to know about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society.

Physical Development

This is made up of the following aspects:

Movement and Space –

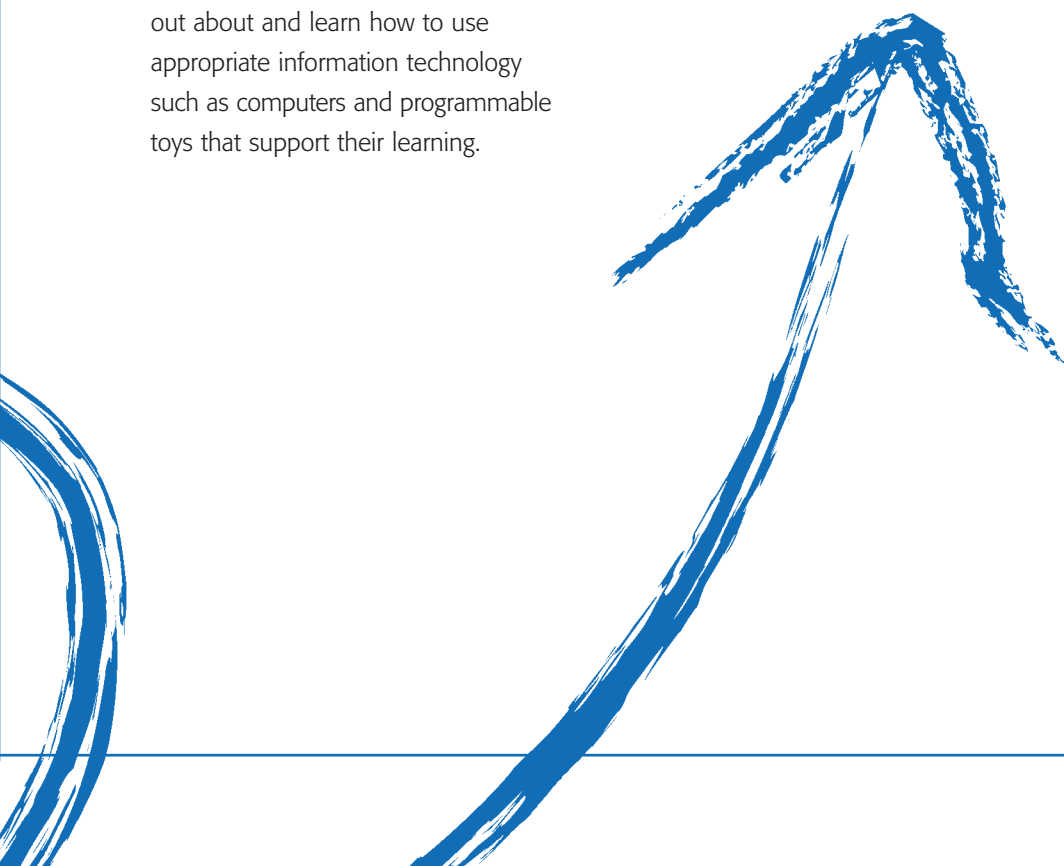
This is about how children learn to move with confidence, imagination and safety, with an awareness of space, themselves and others.

Health and Bodily Awareness –

This is about how children learn the importance of keeping healthy and the factors that contribute to maintaining their health.

Using Equipment and Materials –

This is about the ways in which children use a range of small and large equipment.



Curriculum

Creative Development

This is made up of the following aspects:

Being Creative – Responding to Experiences, Expressing and Communicating Ideas –

This is about how children respond in a variety of ways to what they see, hear, smell, touch or feel and how, as a result of these encounters, they express and communicate their own ideas, thoughts and feelings.

Exploring Media and Materials –

This is about children's independent and guided exploration of and engagement with a widening range

of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions.

Creating Music and Dance –

This is about children's independent and guided explorations of sound, movement and music. Focusing on how sounds can be made and changed and how sounds can be recognised and repeated from a

pattern, it includes ways of exploring movement, matching movements to music and singing simple songs from memory.

Developing Imagination and Imaginative Play –

This is about how children are supported to develop and build their imaginations through stories, role-plays, imaginative play, dance, music, design, and art.





How will the children learn?

All children learn best from experiences that are suitable for their stage of development.

Play is the key way young children learn. Through well resourced and supported play children are able to develop a strong foundation of knowledge, concepts, skills and positive attitudes.

It is important for young children to be active and to have real and meaningful experiences to fire their enthusiasm for learning. Positive early learning experiences will foster future positive attitudes to learning.

All staff at Lydalls work closely with parents and carers to identify children's existing skills and interests.

Through ongoing observations of the children, staff are able to plan activities and organise the environment to meet children's interests and developmental needs and to consolidate and further develop learning.

“My son is aware that he is valued and is treated as a significant individual.”

Parent



Observation, assessment and planning

Each child's group leader/key person keeps comprehensive records of their development. These records are contributed to by all staff in Nursery. The records detail children's attainment and progress and describe their interests and learning styles.

There are open evenings each term, at which child records are shared with parents/carers, who are offered opportunities to contribute to them.

These records are used to inform planning and are shared with children's primary school teachers on transfer.

For the summer born children, who complete their final term of in Nursery in the summer term of their 5th birthday, the foundation stage profile is completed.

The school collects a wide range of progress and attainment data. This data is reviewed termly and annually and used to inform future planning, both for individual children and whole school development planning.

“Teaching and learning are outstanding. Staff know how young children learn and plan activities that motivate and take account of their different backgrounds and abilities.”

Ofsted

“

I cannot thank or praise the staff enough for the wonderful, professional, kind, caring and stimulating ways they have created an environment in which the children learn. ”

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Community

At Lydalls, we place great importance on working in partnership with Parents, Carers, and the wider community. Regular newsletters give families further details of ongoing activities.

Parents and Carers in the Nursery School

Prior to your child beginning Nursery School, you are encouraged to come and visit any day between 9.30am and 10.30am or 1.30pm and 2.30pm. All children must visit before starting Nursery or Chameleon Club. When your child is settling, you are welcome to stay until your child is happy to separate from you, although we encourage children to attend their group time without their parents.

We especially welcome support from parents in the Nursery School with activities such as sharing books with the children, cooking, art activities, music making, or gardening. Our termly curriculum newsletter gives details of particular activities we would like support with. Ideas for activities are also welcomed.

Children and Parents Library

The entrance hall has an extensive library which all the children are encouraged to use to take books home. The library is self-operating: just enter your child's name and the book title in their group's library book. We ask that you limit your borrowing to 2 books at a time to ensure a good choice for everybody.

Our parent's library has a wide range of books covering subjects such as family health, child development, and special educational needs. It is housed in the community room and is also self-operating. Please feel free to borrow these books or look through them whilst using the community room.



Community

The Community Room

The community room is used for a wide range of activities such as Opportunity Group, Parent and Toddler Group, training sessions, and PASTA meetings. We also welcome parents to use the room before sessions or when settling new children.

PASTA

PASTA is the Nursery School's Parent and Staff Association. It helps to organize social events such as the new children's tea party, and also to raise funds for the Nursery School with events such as the Christmas Bazaar and Summer Fun Day.

Parents and carers are welcome to attend PASTA meetings at which we plan forthcoming events. Those unable to attend meetings are welcome to support events by helping to run a stall or by coming along and joining in the fun. More information about PASTA, minutes of meetings, and details of forthcoming events are displayed in the entrance hall.

Opportunity Group

Opportunity Group is a pre-nursery playgroup for children with particular needs. A health visitor generally refers families to the group. Parents or carers and their children come along for a range of play activities such as painting, water play, and singing.

Partnership schools

Lydalls is part of the Didcot Partnership of Schools and works closely with them. As a specialist early years setting we lead termly foundation stage coordinators meetings. In addition to this we support other settings with their development and also support with Special Educational Needs issues.





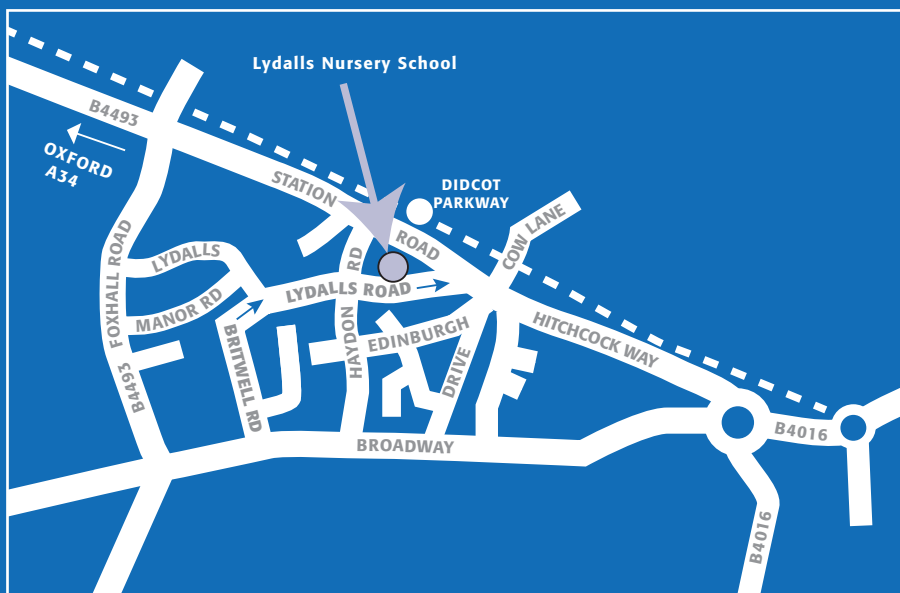
Policies and documentation

The Nursery School is committed to ensuring the highest quality of provision. In order to achieve this, the headteacher, staff and governors work together to develop robust systems for self evaluation. Through working in a reflective and analytical way we are able to complete an accurate self evaluation form, which is moderated by Ofsted. Our systems of self evaluation enable us to develop and implement an effective school improvement plan. Our practice is underpinned by our aims and principles, and is also guided by a wide range of policies and procedures which are reviewed on a regular basis.

The following policies and documents are available in the school entrance hall:

- * Our aims and principles
- * Learning and teaching and curriculum policies
- * Special Educational Needs policy
- * Equal Opportunities policy, including race equality statement
- * Health and Safety policy
- * Agendas and minutes of governing body meetings
- * Admissions policy
- * Charging and remissions policy
- * Complaints Procedure
- * Safeguarding children policy
- * The School Improvement Plan
- * Behaviour policy
- * Annual Governors report to parents
- * Our most recent Ofsted inspection report
- * Term and holiday dates
- * Our most recent newsletter
- * Photographs and names of staff and governing body.





Lydalls Nursery School & Daycare

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www.lydallsnurseryschool.co.uk

Headteacher: Ms Claire White

Chair Governors: Nicola Williams



Oxfordshire Children & Young People's Trust

