



# Gilbert Colvin Primary School Nursery

**Welcome  
Information**





# School Vision

We have a strong vision which underpins everything we do:

At Gilbert Colvin Primary School, we believe that all our pupils have the potential to be change makers. We believe that confidence, self-esteem and strong moral values are the keys to successful futures.

We empower every member of the school community to embrace challenge, have a passion for learning, take risks, collaborate, and aspire to achieve their best.

Our pupils thrive in a caring, inclusive environment which provides excellent educational opportunities and memorable experiences to prepare our pupils for a positive future.

- ☐ Nursery introduction
- ☐ Nursery curriculum and learning through play
- ☐ Nursery routines
- ☐ Getting involved in your child's education
- ☐ Admission and Induction procedures
- ☐ Questions
- ☐ Visit to Nursery

# What do we believe about how young children learn?



Learning begins at birth



Parent/Carers play a key role in children's learning



Children learn by playing and doing



Children learn from their environment



Adults play a vital role in child development



The Early Years Foundation Stage (Nursery and Reception) is an important time for your child.



It is essential that home and school work together in partnership.

# Information for parents

We are able to accept up to 39 children in the session.



There is 1 adult to every 13 children.

**Our Nursery offers 15 hour or  
30 hour provision.**



The times are:  
**8.45 – 11.45**  
or  
**8.45 – 3.15**

# School Uniform



School uniform is available from the school office



You can order uniform for collection



Price lists and samples are available from the school office



Please make sure everything is named – this makes it much easier to get it back to the owner



# Jewellery



To ensure the safety of all children in school - bangles, rings, necklaces or earrings should not be worn

# Packed Lunch



Children accessing 30 hour provision will need to bring a healthy 'packed lunch' brought in a lunch box with their name clearly written.

Please provide food which does not require heating as we do not have these facilities in the Nursery.

Please let the Nursery teacher know if your child has any food allergies or intolerances.

A healthy lunchbox includes:

- ❖ sandwiches/rice/pasta
- ❖ fruit/vegetables
- ❖ yoghurt
- ❖ water or milk to drink
- **No nuts/chocolate/sweets/crisps/fizzy drinks/juice**





# What will my child learn in Nursery?



- ✚ **Early Years Foundation Stage is the national curriculum for children aged 5 and under.**
- ✚ **There are 3 Prime areas of learning:**
  - **Communication and Language.**
  - **Physical Development.**
  - **Personal Social and Emotional Development.**
- ✚ **There are 4 Specific areas of learning:**
  - **Literacy**
  - **Mathematics**
  - **Understanding the World**
  - **Expressive Arts and Design**



# Learning in Nursery

- ✚ All areas of learning are important and depend on each other.
- ✚ Skills in all areas of learning are developed through a balance of adult led and child initiated activities.
- ✚ Children's learning is developed and moved forward through interactions from staff and their observations of children's play and learning.
- ✚ Using their observations, next steps are planned for to ensure children are moving forward in their their learning
- ✚ We want our children to be lifelong learners and to be willing to challenge themselves, take risks, to be creative and confident to explore new experiences.

# PSED: Personal, Social and Emotional Development

- ✚ Making friends and relationships with adults
- ✚ Learning rules and understanding boundaries
- ✚ Manage emotions
- ✚ Develop a positive, confident sense of self
- ✚ Manage their own needs



## PSED: You can help by encouraging your child to:

- ✚ Use the toilet independently
- ✚ Put on and fasten their coats, clothes and shoes.
- ✚ Play games which encourage sharing and turn taking
- ✚ Tidy up after themselves
- ✚ Use cutlery
- ✚ Spend some time with friends and family and if possible without mum/dad

# Physical Development

- ✚ Gross and fine motor skills
- ✚ Malleable resources (play dough and construction kits)
- ✚ Put on shoes and coats
- ✚ Using the outdoor area - climbing frame, tyres, bikes
- ✚ Pencil control
- ✚ Using the toilet independently

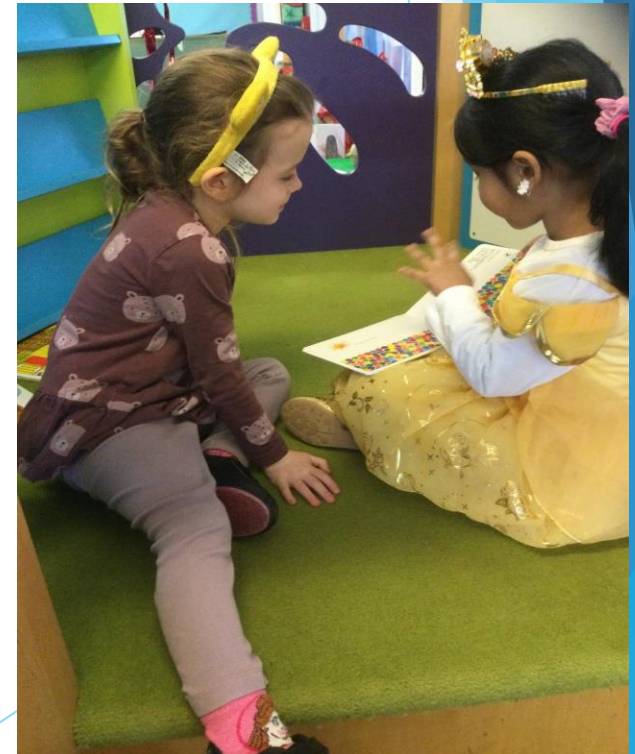


# Physical Development: You can help by encouraging your child to:

- ✚ Run, jump, climb and play outdoors
- ✚ Visit the park and using different equipment
- ✚ Take part in activities such as building, drawing, threading beads,
- ✚ Fill and empty containers in the water – all of which develop manipulative skills.
- ✚ Encourage your child to use the toilet independently and know how to help themselves.

# Communication and Language

- ✚ Speaking – holding conversations with others.
- ✚ Taking turns in a conversation
- ✚ Listening and understanding what has been said.
- ✚ Following instructions
- ✚ Role play – acting out favourite stories or pretending to be someone else



# Communication and Language: You can help by encouraging your child to:

- ✚ Sing songs and nursery rhymes –In your packs you also have some simple nursery rhymes and songs.
- ✚ Talk about things the children have done and answering their questions.
- ✚ Re-tell well-known stories in their own words.
- ✚ Children to describe what they can see and model using the words in longer sentences



# Literacy

- ✚ Reading and writing own name
- ✚ Sharing books and talking about stories – comprehension and word reading
- ✚ Writing lower case letters
- ✚ Phonics (Read Write Inc)



# Literacy: You can help by encouraging your child to:

- ✚ Read books daily to your children and talk about the pictures and what happens in the book – at bedtime especially, but this can happen anytime!
- ✚ Read their own name – please use a capital letter to start and the rest lower case e.g. James
- ✚ Form lower case letters to write their name and letters of the alphabet using our school handwriting scheme
- ✚ Share a range of books (stories, information books, newspapers, magazines, comics etc.) and talk about what has been read
- ✚ Visit the local library

# Mathematics

- ✚ Counting objects up to 10 and beyond
- ✚ Recognise numbers
- ✚ Knowing which group has more or less in it
- ✚ Shape
- ✚ Pattern
- ✚ Measurement



# Maths: You can help by encouraging your child to:

- ✚ Talk about the numbers/shapes the children can see in the environment
- ✚ Use language such as heavy and light or long and short to compare objects
- ✚ Point out numbers in the environment – on a bus, door number or on clocks
- ✚ Sing counting songs and rhymes
- ✚ Count, add and take away anything and everything – Socks, cars, shopping, cutlery, fingers and toes!

# Expressive Arts and Design

- ✚ Role play/imaginative play
- ✚ Messy play
- ✚ Art – painting/drawing/creating models
- ✚ Dance, music, singing
- ✚ Exposure to a range of different cultural artistic experiences



# Expressive Art and Design: You can help by encouraging your child to:

- ✚ Use creative resources such as paint, glue, scissors, playdough to create something new
- ✚ Be flexible in their thinking and use of materials and praise them for their efforts or ideas as well as the end product.  
e.g. making a rocket or car using boxes/yoghurt pots
- ✚ Sing a range of nursery rhymes
- ✚ Talk about their imaginative play and join in if possible!

# Understanding the World

- ✚ Exploring and investigating
- ✚ Learning about other cultures, places, things that happened in the past and living things
- ✚ Enriching vocabulary
- ✚ Learning about our community
- ✚ Educational visits
- ✚ Exploring the natural world

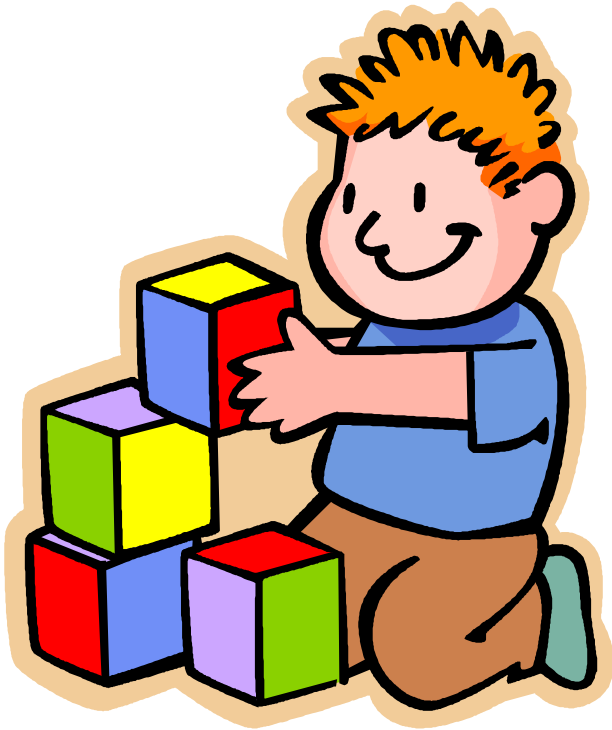


# Understanding the World: You can help by encouraging your child to:

- ✚ Visit as many places as possible
- ✚ Talk about the places they go and things they see in the world around them
- ✚ Answer and ask questions - What if...? Why do you think...? How did you...?
- ✚ Join in with everyday activities - washing up, cooking, shopping, helping in the garden...



# Termly Topics



Over the year the children learn through exploring a variety of themes. These themes often have a storybook focus. The curriculum is woven throughout these themes, linking together to build a strong foundation of skills and knowledge.

Each half term the theme changes to take advantage of seasons, festivals, special events and the interests of the children.

The themes then build into a wide knowledge bank developing the children's skills and interests.

# Pupil Profile

- ▶ Staff observe children closely throughout the year, developing a good understanding of your child's starting points, progress and final outcomes.
- ▶ Through conversing and interacting with children, staff are able to help children develop their vocabulary and understanding.
- ▶ Photos and annotations are recorded using a secure web based program called Tapestry.

You will be able to access Tapestry and view your child's achievements at school.

# Nursery Routines

## The session in the Nursery runs like this...

- ❖ Welcome and self-registration
- ❖ Child- initiated learning - indoors and outdoor
- ❖ Small groups led by adults
- ❖ Whole class snack time
- ❖ Child-initiated learning – indoor and outdoor
- ❖ Whole group activity and goodbye
- ❖ Adult led targeted sessions occur throughout the morning



# Nursery Routines

- ❖ Homework is sent out on a fortnightly basis and is available to view on the school website.
- ❖ The children will receive a library book every Friday to read with you at home. They should be returned on the following Wednesday.
- ❖ The children love cooking so we do ask for a voluntary contribution of £1.50 a term towards ingredients for cooking activities and play dough resources.

# What can I do to support my child's education?

As a parent, you are your child's first teacher. The support and encouragement you provide are extremely important throughout your child's school life but particularly in the Early Years.

- ☐ Ensure your child attends regularly
- ☐ Ensure your child arrives on time and is collected on time
- ☐ Talk to a member of staff if you have any worries/concerns
- ☐ Download School Ping and read all communications
- ☐ Support your child's learning by completing homework tasks every fortnight


- Attend Parent/Teacher meetings, Open Mornings and curriculum workshops each term
- Reading/writing names at home? Remember not to use capitals: Ryan **not** RYAN.
- Look at the school website regularly for information and photos on children's learning
- Let staff know how you feel your child is getting on
- Respond to school consultation and questionnaires that are sent out
- Amazing learning at home? Add it to the Tapestry learning journal
- Ensure your child is toilet trained before attending Nursery and has some self help skills.



**SchoolPing**

# Child's Absence



- Please inform us of your child's absence on the first day of absence.
- Office hours are Monday – Friday 8:15 a.m. to 4:15 p.m.
- Please inform us immediately if you change your contact telephone number
- Phone on 020 8550 4630
-  us at [admin.gilbertcolvin@redbridge.gov.uk](mailto:admin.gilbertcolvin@redbridge.gov.uk)



## Collection at the end of the session

- ▶ If someone different is collecting your child please make staff aware. If we do not know the adult collecting we will not let your child go home with them.
- ▶ Let staff know in the morning or call the office during the session.




# Holiday



Please avoid booking  
holidays during term time.



# Induction Arrangements 2024

 Wednesday 4<sup>th</sup>, Thursday 5<sup>th</sup> and Friday 6<sup>th</sup> September

Admission meeting visits to Gilbert Colvin Nursery.  
Please make sure your child attends the visit.

You will have an opportunity to visit the Nursery, meet with the teacher and ask any questions you may have.

 Staggered start – an email will be sent with start date and times.

**Please use the Dacre Avenue entrance to collect and drop off each day.**

# Induction Arrangements 2024

## Children new to Nursery

Day 1 – One hour session.

Day 2 - Two hour session.

Day 3 - Three hour session.

*We always recommend that you say goodbye to your child before you leave. Try to be positive about leaving your child - if you are anxious or upset, your child will pick up on this. Which may make it more difficult for your child to settle.*

Questions?

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the frame, creating a modern, layered effect against the white background.