



GORSE RIDE SCHOOLS





Welcome

Dear parents and carers

I would like to welcome you to Gorse Ride Nursery School on behalf of the whole staff team. We are here to give your child the best possible early years education and care. We work hard to develop a respectful partnership with every parent and carer. We are proud to provide a caring and nurturing environment alongside an ambitious and inspiring curriculum. We have a dedicated teacher and experienced EYFS team who will make sure they work in partnership with you to help your child reach their potential. We work hard to maintain our high standards and have been rated by Ofsted as good. The nursery benefits from being part of the school community and is able to use additional facilities such as the school hall, library and field. We want your child to have a happy and successful time with us, so they are ready to continue their learning and enjoy primary school.

E.M. Rogers

Eileen Rogers
Executive Head Teacher



SELF BELIEF
EQUALITY
KINDNESS
COMPASSION
FRIENDSHIP
RESPONSIBILITY
TRUST
BELONGING
HONESTY
POSITIVITY
DETERMINATION
RESILIENCE

Values

At the heart of Gorse Ride Nursery School, lies our passion to provide the very best start for every child. We are determined to achieve the best outcomes for our children to ensure they have all the necessary knowledge, skills and attributes needed to be successful at nursery, school and beyond. We use our Gorse Ride Vision (Growth, Respect, Succeed) to develop positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Our curriculum is underpinned by these values and many more:

Meet the Team

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Mrs Suzanne Davies
Nursery Class Teacher



Mrs Karen McBrearty
Lead Early Years Practitioner

Transition

“Practitioners know that starting school and all other transitions in the early years, are big steps for small children.”- Development Matters

It is important that your child gets the best possible start to their time in the nursery. Therefore, we are careful about our settling in process. We will work closely with you and will use our professional knowledge about children and their development to create a transition timetable.

Transition Sessions

Home visits:

Children starting in September and after Christmas will be offered a home visit. Home visits last 20 minutes and the class teacher and Early Years Practitioner will visit you and your child in your home. During a home visit we will ask you a few questions about your child and their interests and needs. We will answer any questions you may have and play with your child. This is a valuable opportunity to get to know you and your child and start the journey of our partnership. You know your own child best, we need you to help us learn about your unique child. If you have not had a home visit, we will fill in the same questions and talk informally at our stay and play session.

Stay and play sessions:

We offer children two short stay and play sessions in the lead up to them starting nursery. The first session is a 45 minute slot with a parent or carer. Your child will benefit from you staying with them for this first session to help them feel safe and confident. This session allows your child to explore the classroom with the security of a familiar adult. This is followed by a 45 minute stay and play session where your child stays on their own. If your child is happy and settled, they will come for the whole of their next session on their own.

If your child is attending lunch club and afternoon sessions, we take our transition to full days slightly slower. Firstly, they will do the stay and play sessions outlined above and then stay for a whole morning alone. The following session they will stay for lunch until 12:15 and then if they have settled well they will stay for a whole day including an afternoon session.

Tips for transition

Transitions for children this age can be varied. Some children will quickly feel confident, and other children will need more support. Every child is an individual and we be caring and supportive as they transition into nursery life. It's natural for some children to feel sad, or angry. The nursery team will care for your child and comfort them. On the very rare occasion that a child is very distressed, we ask parents to come back in and support them. We don't want children to get so anxious that they don't want to come to nursery. Please remember that even if your child has already been to another nursery or with a childminder, we would still need to follow our settling in process. The routine of the day will be new and we want your child to feel safe, secure, confident so that they can build positive relationships with the adults responsible for their care.

★ **Staying calm and positive.**

★ **Saying 'goodbye' clearly when you leave, so your child knows what's happening.**

★ **It can be hard seeing your child upset, the nursery team are experienced in comforting children and helping them settle. Leave quickly and we will always contact you if they don't settle.**

★ **Talk to the teacher or member of the nursery team if you feel your child is struggling or is worried at home.**

★ **Remember that sometimes transition needs to be slowed down and that each child's transition might look slightly different.**

What our parents say about transition:

"Stay and play sessions were most useful. My child really liked seeing inside nursery ahead of joining. Starting with shorter sessions also helped build up confidence and being comfortable in nursery."

"The home visit was good to get to know the staff and for my child to spend one on one time with them so that he felt comfortable. It also made me feel comfortable that I wasn't leaving my child with complete strangers. The stay and play transition visit was also good because it meant my child could get to know the nursery environment and explore whilst I was still there."



Curriculum

We follow 'The Early Years Foundation Stage Framework' (EYFS). The EYFS will be the stage your child is in until the end of the Reception year at school. It describes how early years' practitioners should work with children and their families to support their development and learning. It is based around four important themes and principles:

A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments – the environment plays a key role in supporting and extending children's development and learning.

Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected. Each day your child will be involved in a wide variety of activities which will encourage learning in an enjoyable and stimulating way.

There are seven areas of learning which must be included in the curriculum planning. The prime areas are crucial for igniting children's curiosity and enthusiasm for learning. To read more about the Early Years Curriculum, please [click here](#).

Skills Based Curriculum

Communication and Literacy: includes listening, understanding and speaking. Activities will include providing opportunities for children to listen to others in one-to-one or in small groups when the conversation interests them. Children will be encouraged to focus their attention by shifting between speaking and listening. Children will be involved in activities with instructions containing positional language. Conversations will include 'why' and 'how' questions. Throughout the year, we will use talk, actions and objects to connect ideas and recall past experiences. We develop vocabulary through 'Talk Through Stories' and this also promotes a love of stories and reading.

Personal, Social and Emotional Development: Through the use of our PSHE SCARF Scheme Circle time to help children recognise own needs and understands different needs, views, cultures, beliefs and that they should be treated with respect. Children will be encouraged to develop positive attitudes towards others and themselves, to work as part of a group, taking turns and sharing fairly.

Mathematics: includes counting and recognising numbers, solving problems, measures, shape and space and calculating. Activities will include jigsaws, counting games, pattern boards, shape puzzles, matching, sorting, sequencing activities and number rhymes. We follow the mastery principle in maths and ensure children have a deep understanding of numbers to 5.

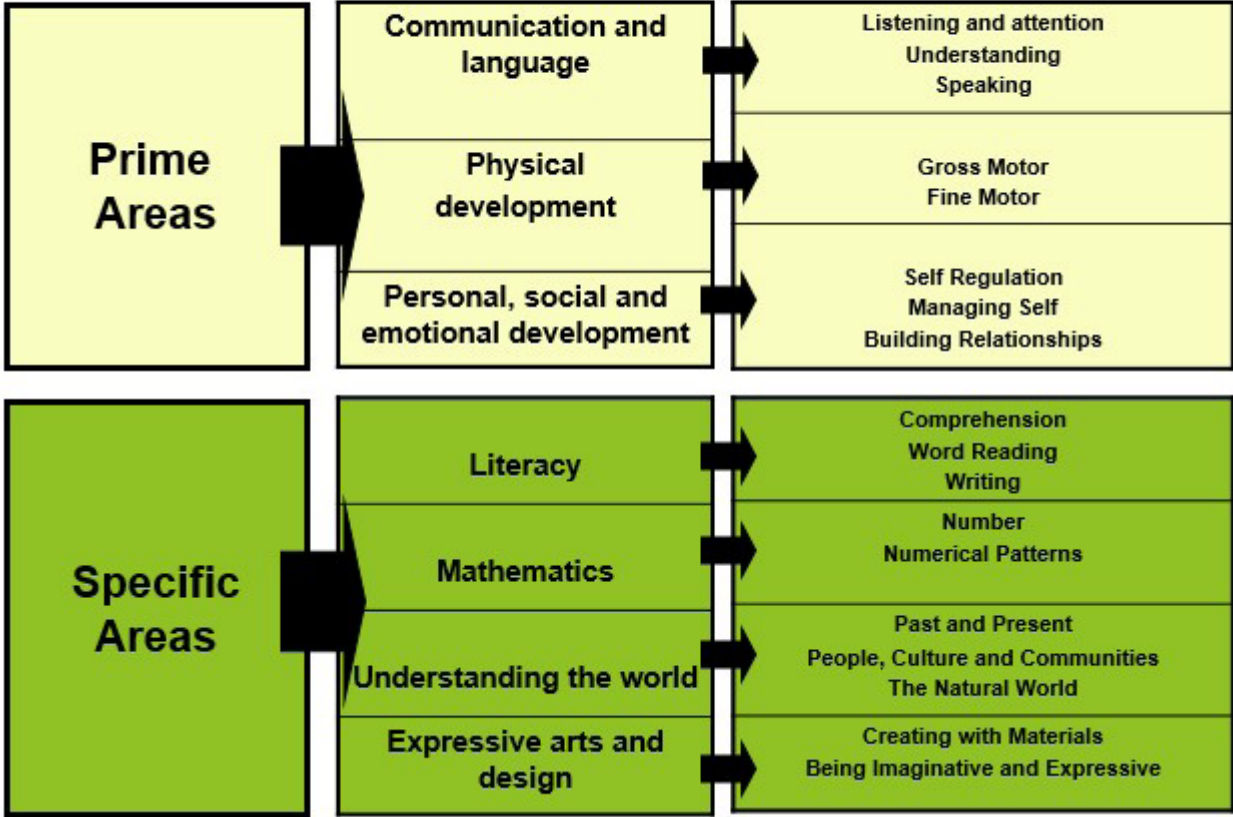
Physical Development: includes gross motor and fine motor skills. Activities will include daily access to the outdoor area, dance, yoga, games, cutting, painting, drawing, threading and baking. In addition, we will develop an understanding of the importance of a healthy diet, and talk about ways to keep healthy and safe. We use the infant school hall for weekly PE sessions.

Literacy: includes reading and writing. Activities will include access to a variety of books, taped stories and rhymes, discussion activities, learning and reciting nursery rhymes, access to a selection of writing tools and papers, name writing and fine motor activities. If you wish to help your child with writing their name, please teach them to use a capital letter for the first letter of their name and the other letters in lower case. We do not expect your child to be able to write his/her name when they start nursery. We will encourage your child to look at books and share books with them. You can do this, too. Find a comfortable, quiet place to relax and sit together. Reading to your child daily promotes a love of reading and builds knowledge required for success in reading (and writing!). In the summer term of nursery before your child starts school they will take part in daily phonics sessions following the RWI phonics program we follow as a whole school.

Understanding the World: includes Science, History, Geography, R.E. and computing. Activities will include opportunities to find out about their local environment and people and places relevant to themselves through water/sand, play, modeling, building, baking, computer skills, sequencing and role play.

Expressive Arts and Design: includes art, music, role-play and drama. Activities will include painting, drawing, collage, dough work, Design Technology (making things) singing, using musical instruments, listening to music, imaginative play and acting out stories.

A Skills Based Curriculum



Gorse Ride Nursery Curriculum Goals

To become a Confident Communicator who can use more complex sentences to link thoughts, and uses wider vocabulary, is able to pay attention and listen for longer and shows a good understanding of 'why' questions and of two-part instruction How? - Circle times - Pretend play - Construction - Daily Story Time & Rhymes	To become an Independent Individual Who can increasingly follow rules and is beginning to adapt behaviour to different social situations and show their confidence and self-esteem through trying new things, risk taking, developing their sense of responsibility and becoming more independent to manage own personal needs How? - Make class rules - Washing hands/using toilet independently - Access the snack table - Discuss healthy lifestyles (PSHE) - Life Education Bus	To become a Fantastic Friend who can be kind, caring and helpful, can play with others and elaborate on play ideas, is able to negotiate solutions to conflicts by compromising, turn-taking and sharing whilst considering the ideas and feelings of others How? - Circle times - Pretend Play - Zones of regulation - Discussing Feelings & Emotions - Scarf (PSHE)	To become an Amazing Athlete who is confident, competent and creative as they move in a variety of ways to develop strength, balance and co-ordination, can use a range of equipment indoors and outdoors safely How? - PE. Resources in continuous provision to practise skills such as balancing, crawling, climbing, throwing and catching - Group Games - Sports Day
To become a Talented Tool User who can hold a pen/pencil with a comfortable grip and with control, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence How? - Arts & Craft Activities - Modelling - Woodwork - Mark Making with a variety of resources and media	To become a Brilliant Bookworm who handles books with care and knows the different parts of a book, widens their vocabulary as they engage in conversations about stories, can remember much of what happens, makes comments, asks questions, has an awareness of rhyme and alliteration How? - Class Library & Book Corner - Daily Story Time & Rhymes - Visit reading hub and take a book home weekly - RWI - Literacy Spine - Talk Through Stories	To become a Wow Writer Who includes mark making and early writing in their play, uses a wide range of writing resources (clipboards, notebooks, chalk, crayons, pencils, pens, tablets), can write some letters accurately, can write some or all of their name How? - Model making lists, notes, messages - Looking at name card when attempting to write their name. Model writing name. - Offering a wide variety of ways to support mark making/early writing - Fine Motor Activities	To become a Master of Maths who can show a deep understanding of numbers to 5, subitise, uses number knowledge to solve practical problems in play, compares quantities, make comparisons relating to size, length, weight, capacity, explores shapes and uses them appropriately in play, can make simple patterns, has an awareness of patterns around them How? - Number Rhymes - Playing number games - Cooking – weighing, following recipes - Modelling/Bricks - Patterns - using indoor/outdoor environment
To become an Exceptional Explorer who can show curiosity about the world around them, can explore a range of materials using all senses, learns new vocabulary as they talk about differences and changes they notice and feel, has an understanding of own life and family and where they live How? - Share photos of their families - Cooking – cause & effect - Exploring books about different cultures	To become a Compassionate Citizen Who can help to care for all living things and care for their environment, explores similarities and differences between people, and begins to have an awareness of different beliefs, cultures, community events How? - Litter picking - Feeding Birds - Planting seeds and helping them to grow - Chinese New Year/Diwali/Christmas/Easter celebrations	To become a Proud Performer Who can create their own song or sing a familiar song, dance and play instruments with increasing confidence to a small group, explores how sounds and movements can be changed using a variety of musical instruments, can respond to what they've heard, expressing their thoughts and feelings How? - Musical Movement Sessions - Christmas Performance - Musical Instruments – Music from around the world. Played in different ways: strum, bang	To become a Dynamic Designer who can talk about their drawings and model making in detail, explores different tools and materials to help decide on what to make, develop their own creative ideas How? - Design and make a musical instrument - Exploring Colour Mixing - General woodwork – hammers & nails - Continuous Provision - Construction

Supporting the unique child

Throughout the year you will be invited to nursery for information meetings called 'Meet the Teacher', stay and plays session, Christmas celebrations, sports days and parents' evenings. You are your child's greatest role model and your attendance and support with nursery events makes all the difference to your child's wellbeing and learning. Parent's evenings take place twice a year, in the first half of the autumn term and in the second half of spring term. The first parent's evening in the autumn is a good opportunity to find out how your child has settled and learn more about your child's next steps. Each parent's evening will give you the opportunity to address any concerns or issues you have about your child. However, please do not wait until parent's evening, our door is always open and we can have an informal discussion after a session or arrange a suitable time for a meeting. At the end of the school year in the summer term, you will also receive a written report about your child's progress and next steps. to feel just as welcome as our children - we have an open door policy and we always find the time, however busy school life is, to talk through any concerns you might have.

Sharing your child's learning:

One way we share your child's learning with you is via a secure online platform called Tapestry. You will be set up with an account when your child starts nursery and we will use Tapestry to share photos of a small number of special examples of your child's learning. It's a great way to see what your child is learning at nursery and talk together about it. We love seeing what your child is learning and doing at home. If your child has a very special event in their life or is busy learning something special (like the first time they manage to ride a 2-wheeled bike) you can share a video or photos with us.

We will also share a weekly 'Learning Star' on Tapestry. This will give you some information on what your child has been learning about at nursery and ways in which you can support your child's learning at home. Sometimes we might ask you to post pictures of your child's home learning on Tapestry or give you a task such as share a special family picture. This provides a wonderful opportunity to develop children's speaking and listening skills and builds their confidence too.

"It is important for parents and early years setting to have a strong and respectful partnership. This sets the scene for children to thrive in the early years."

Development Matters

Role of parent

At Gorse Ride, we believe that parents have a fundamental role to play in helping children to learn. As part of a positive partnership between home and nursery we ask parents to

- help promote the ethos and vision of the nursery
- do their best to keep their child healthy and fit to attend nursery
- inform the nursery team if there are matters outside of nursery that are likely to affect a child's development or behaviour at nursery
- promote a positive attitude towards nursery and learning in general
- support their children with home learning by using Tapestry and reading our weekly learning star
- ensure that their child is equipped for nursery with appropriate clothing for the time of year
- engage with external agencies if necessary e.g. speech and language therapist

Pupil Premium: Pupil Premium Grant funding (known as Pupil Premium) is given to the nursery/school each year to support children who;

- Are or have been in care for 6 months or more
- Have parents in the forces
- Have been adopted from care
- Have parents who receive certain income support payments

If your child falls into one of these categories, please ensure that the nursery/school is aware of it as soon as possible to release the additional funding. Income support eligibility will also subsidise school trips etc. Please be assured that in all circumstances strict confidentiality will be maintained. If you have already given the nursery/school this information, you do not have to do it again.

Session times: Our nursery day is split into two sessions with a lunch club in the middle which is chargeable at £3 per day.

- Morning sessions run from 8.45am to 11.45am.
- Afternoon sessions run from 11.45am to 2.45pm.
- Extended session runs from 2.45 - 3.15pm (fee applicable).
- Wraparound care - 8am - 6pm every day (fees applicable).

Parents have the option of 30-hour sessions which run from 8.45 am to 2.45pm or 15 hour sessions which could be just mornings or 2.5 days. Morning nursery sessions take place in the main nursery building and afternoon sessions take place in the reception classroom. We have found afternoon sessions in the reception classroom have a positive impact on preparing your child for school. Children gain a valuable experience of accessing the reception classroom, build relationships with staff and this helps aid a smooth transition to school.

Promoting positive behaviour and staying safe

We want every child to keep learning how to behave positively whilst they are with us. This includes making friends, sharing and playing together, and coping with disagreements. Some non-compliance is typical as young children develop their independence and autonomy. Young children want to express themselves, but they can find it difficult to share or listen to others' ideas. It is important for parents and practitioners to respond calmly and be clear and consistent. Our nursery team is very experienced in supporting children's emotional wellbeing and managing their behaviour. They will support each child's individual development to help them learn positive behaviours and manage conflict in a constructive way. If your nursery teacher raises concerns about your child's behaviour, it is so that we can work together to help them learn to get along with other children and manage their emotions. In these situations, partnership with parents is vital and we appreciate your support to ensure your child makes positive progress in their social and emotional development.

Safeguarding

Keeping children safe is our top priority as we need to keep every child safe from physical abuse, emotional abuse, sexual abuse and neglect. We also need to keep every child safe online. It is very important that you have parental controls set up if your child uses a phone, tablet or laptop at home. We are required by law to raise any concerns with our designated safeguarding leads who are:



Frequently asked questions

Will my child need to bring any snacks?

Please send your child in with a named water bottle each day. Milk is provided free of charge until your child's fifth birthday. We also provide a variety of fresh fruit each day, however if your child likes a particular fruit or vegetable, you can send this with them in a named pot. We are a nut and apple free school.

What does my child need for lunch?

Children staying for lunch club should bring a packed lunch. Please could you make sure that your child's lunch box is clearly named and that it contains no glass bottles, fizzy drinks or sweets. Please make sure grapes are cut up. We are a nut free school.

What will my child need to wear?

You will need clothes that your child can fasten and unfasten themselves. Please label all items of clothing, including coats and jumpers, and spare clothes. In Nursery we do painting and gluing activities almost everyday, we provide aprons but please appreciate your child might go home a little messy. Please ensure no jewellery is worn, including watches, as they can get lost or cause injury.

In Early Years the children spend time outside in all weather, so it is important that they bring in appropriate clothing including wellies. A warm coat, hat, gloves and scarf is essential in Winter. In the Summer we encourage children to wear a sun hat and use sunscreen.

What does my child need to bring each day?

Children will receive a book bag upon entry to nursery which they use throughout their time in the Infant School. Please bring this to nursery daily as we put any art work, letters or things to take home in it at the end of each day. Make sure you are checking book bags daily. Please send in a named water bottle, snack pot and lunch box if your child is staying for lunch.

Please send in a bag of named spare clothes- including socks, pants, trousers/leggings and tops. If your child is staying for the afternoon session, please send in a second bag to leave in the reception classroom.

What do I do if my child is unwell?

Please contact school on 0118 9734880 or email admin@gorseride-inf.wokingham.sch.uk to report your child's absence, giving your child's name, class teacher and reason for absence. If your child has a sickness bug, we do not expect them to return to school for 48 hours after the last episode of sickness. If your child requires medication to be administered during the nursery/school day, you must fill in a form which can be found in the infant office.

If your child suffers from an ongoing condition such as asthma, then we will complete a care plan with you to allow us to administer medication as and when required. Please remember it is vital that you keep us informed of any changes to your child's health.

How will nursery communicate with me?

Nursery will send out the majority of communications to parents by email. If you would prefer to receive hard copies or do not use email, then please let the school office know. Copies of all letters and forms sent out are also available from either school office.

If you wish to contact us by email you can at: admin@gorseride-inf.wokingham.sch.uk

Nursery also uses Tapestry and will post a weekly 'Learning Star' with information for how to support your child's learning at home. The learning star is also displayed on the classroom window each week.

What is an activity fund?

We have an activity fund in nursery which you are welcome to donate to weekly or termly. We suggest a donation of 50p per week or £5 for the term. You can contribute either via your SCOPAY account or by putting cash into our red activity fund box which we put outside each week. We use donations to buy cooking ingredients, ingredients for making play dough (which is made weekly), resources for sensory play and resources for arts and crafts activities. We appreciate any donations as it allows these activities to happen.

What can I do to help my child be ready for nursery?

You can help by encouraging your child:-

- to dress and undress themselves.
- to go to the toilet and wipe their own bottom.
- to wash and dry their hands.
- to put on their shoes and socks.
- to sing nursery rhymes and share books together.
- to tidy away their toys.

What else do I need to remember?

- You can always ask for help and advice from us before and after nursery/school, however, sometimes you may need to make an appointment first.
- Nursery starts and finishes promptly each day. If you are late to collect or drop off, this can be quite unsettling for the children. If you are going to be late due to unforeseen circumstances, please phone school to inform us.
- If you make arrangements for your child to be collected by someone other than yourself, even as a one off, the school office must be informed in advance for safety reasons.
- If you change address, telephone numbers or work details then please inform school straight away in case of emergency.
- We do expect all children to be toilet trained before they join Nursery. If your child has an 'accident' during the session, please ensure we have sufficient spare clothes that are topped up regularly.
- We are a no nuts nursery/school.

Checklist of what to bring to nursery:

- Named water bottle
- Spare change of clothes
- Spare named wellies (if you have them)
- Snack pot
- Named lunch box (if staying for lunch) – no nuts or apples
- Additional change of clothes if staying for the afternoons.

Checklist of forms to return before your child starts nursery:

- New pupil registration form
- Parental consents form
- Tapestry consent form
- Pupil premium form (If applicable)

We look forward to your child joining nursery with us.



Gorse Ride South, Finchampstead, Wokingham RG40 4EH

Tel: 0118 973 4880 (Infant & Nursery School) | 0118 973 2666 (Junior School)

www.gorserideschools.co.uk