
Westfield Nursery School



Prospectus

Westfield Nursery School, Westfield Road, Dunstable, Beds. LU6 1DL

Tel: 01582 608650 Email: office@westfieldnursery.co.uk

Website: www.westfieldnurseryschool.org

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About Westfield Nursery School

Westfield Nursery School is an 'outstanding' 156 place Local Authority Nursery School for 3 & 4-year-old children and an additional 64 places specifically for 2-year-old children. It was described by Ofsted (June 2016) in the following terms:

'Children's achievement and progress are outstanding. Staff work together as an exceptionally dedicated team who care for children and their families very successfully.'

If you would like to read the full report, you can log in at www.ofsted.gov.uk.

Our Nursery offers a great start to children's education, with excellent standards of achievement and progress, which will equip children for life during their next stage of schooling and beyond. We are a supportive and inclusive setting and nurture children's skills, talents and interests.

The hardworking, enthusiastic, and dedicated staff are caring and sensitive to developing and growing children, and in meeting their needs. We look forward every day to being with the children, working and engaging with them in varied and exciting experiences provided.

We recognise that education is a partnership and value the contributions parents, carers, grandparents and members of our local community make to support the children with different aspects of their educational experience.



Vision

'Inspired beginnings; outstanding future'

Aim

We aim to develop happy, considerate, independent and self-confident children and to inspire them to discover that learning through play is meaningful and fun.

We work to achieve this by:

Encouraging-

- children to explore a well-planned, imaginative, stimulating and challenging environment both indoors and outside.
- children to solve problems and become independent thinkers and learners; building resilience whilst working through the stages of the Early Years Foundation Stage.
- children to develop a positive self-image and attitude to learning.
- children to achieve their best socially, creatively, intellectually and physically.
- school ready behaviours.
- close parental partnership and links with the community.

Providing-

- high quality education and care based on our professional knowledge of how young children learn through play, following the High-scope principles.
- a welcoming, happy and safe place where there is time for laughter and joy in learning together.
- a safe, secure and encouraging environment where it is accepted that powerful learning often involves taking risks, making a mess and making mistakes.
- opportunities for children to learn through self-chosen, independent and supported play; progressing well.
- a high quality, passionate and positive staff team.
- on-going development of the staff's professional knowledge, understanding and practice.

Nurturing-

- close partnership with parents/carers, who we value as children's first and most enduring educators.
- each child, their differences and needs; respecting their family and background, giving rise to mutual respect and understanding underpinned by British values.
- the seeds of hopes and dreams.



Classes

Nursery runs along the same lines as a school and is open for 38 weeks of the year, term time only.

Bumble Bees Class is our unit for two-year olds and is open Monday - Friday from 8.50am to 11.50am and 12.25pm to 3.20pm. This class takes funded two-year olds for 15 free hours per week, the term after their 2nd birthday, term time only. We also offer paid places part time for a morning or afternoon session where spaces are available.

Ladybirds, Caterpillars and Butterflies Classes are for our three to five-year-old children, who are admitted the term after their third birthday. We offer 15-hour government funded provision, 30-hour government funded provision with a top up to cover the length of the school day. We run from Monday – Friday term time only. Sessions in Butterflies class are 8.45-8.55am, Caterpillars Class is from 8.40-11.40am in the mornings. Butterflies and Caterpillars afternoon sessions are 12.30-3.30pm. Children in Ladybirds class who stay all day start at 8.35pm and finish at 3.20pm. We use an admission policy to manage our waiting list.

We do not currently offer flexible hours.



Staff

Mrs Collins	:	Head Teacher
Mrs Cavendish	:	School Manager
Mrs Bygate	:	Office Assistant
Mr Stack	:	Caretaker

Ladybirds Class



Mrs Andrews	:	Lead Teacher
Miss Dhenin	:	Teaching Assistant
Mrs Bridges	:	Teaching Assistant
Mrs Aithsine	:	Teaching Assistant
Ms Scoggins	:	Teaching Assistant

Caterpillars Class



Miss Shaw	:	Lead Practitioner
Mrs Sharp	:	Nursery Nurse
Miss Gatward	:	Teaching Assistant

Butterflies Class



Mrs Begley	:	Senior Practitioner
Miss Palmer	:	Teaching Assistant
Miss Pratt	:	Teaching Assistant
Mrs Sunderland	:	Teaching Assistant

Bumble Bees Class



Miss Heading	:	Lead Practitioner
Miss Coleman	:	Teaching Assistant
Miss Copeland	:	Teaching Assistant
Miss Ball	:	Teaching Assistant

Governors

Miss Boyle	:	Chair of Governors
Mrs Collins	:	Headteacher
Mrs Begley	:	Staff Representative
Mr Meredith	:	Community Governor
Miss Adams	:	Parent Governor
Mrs Haughton	:	Parent Governor
Mrs Patel	:	Parent Governor

All the staff are highly qualified and have a great deal of experience and expertise working within Early Years. They have received training in First Aid, Safeguarding and Health and Safety. In addition, the staff are continually involved in training that will enhance children's learning to ensure that all children at Westfield Nursery School receive a high-quality education.

Admission Arrangements

You may register your child for a place when your child is one. Children may start in the 2-year-old provision the term after they turn two. Many children start the main Nursery in the term after their third birthday and they transfer to Lower/Primary school the September after they turn four.

Children start in the afternoon sessions and as spaces become available, they may change to the morning sessions. We organise the sessions in this way to ensure the needs of the children are met fully.

A Typical Day (Timetables have been adapted to ensure children stay in their 'bubble' following Covid-19)

Timetable Morning Sessions:

8.45am	Arrival/ Play outside
9.00am	Greeting time & message board
9.10am	Planning time/ small group time
9.25am	Work time inside
10.15am	Tidy up time
10.20am	Snack time/ Review
10.35am	Work time outside
11.25am	Tidy up time
11.30am	Large group time
11.40-11.45am	Collection time

Timetable Afternoon Sessions:

12.30pm	Arrival/ Play outside
12.45pm	Greeting time & message board (Whole class)
12.55pm	Planning time/ small group time
1.05pm	Work time inside
1.45pm	Tidy up
1.55pm	Snack time/ Review
2.10pm	Work time outside
2.55pm	Tidy up time
3.00pm	Large group time
3.15-3.30pm	Collection time

This timetable is adapted for children who stay all day.

During each session children will be able to have a healthy snack which they enjoy sitting around the table in the Nursery. This is where they have access to their free school milk/ water. This is an opportunity for them to pour drinks carefully and socialise. All this is carefully supervised by a member of staff.

Early Years Foundation Stage Curriculum

All the activities that are planned in the Nursery are based on the Early Years Foundation Stage Curriculum (EYFS). This ensures that the children can develop many of the skills that will enable them to progress onto the next stage in their education with ease and confidence. Below are the key factors of the EYFS.

Area of Learning & Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making Relationships
	Self-confidence and Self-awareness
	Managing Feelings and Behaviour
Physical Development	Moving and Handling
	Health & Self-care
Communication and Language	Listening and Attention
	Understanding
	Speaking
Specific Areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, Space and Measure
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Exploring and using Media and Materials
	Being Imaginative

More information on the EYFS available on www.foundationyears.org.uk & www.education.gov.uk/publications

We encourage children to learn through their play - we are outside every day in all weathers, so children need to be wrapped up warm during the cold weather, wearing a suitable coat and shoes and wear a hat and sun cream during the warmer weather.

We offer a broad curriculum and a range of rich and exciting learning opportunities supported by qualified and experienced staff. We extend and challenge the children's developmental needs through active learning and practical hands on experiences.

We deliver the curriculum using the principles of Highscope. High scope is based on active learning; The children are encouraged to make choices, plan activities, organise resources discuss and review what they have done to help the children to begin to organise their own learning. There are opportunities throughout the sessions for the children to talk, listen and to be listened to.

Settling In

Generally, before your child starts Nursery, we will invite you to a new starters meeting and we will arrange a home visit so we can find out about your child in familiar surroundings. This had been arranged virtually during the Covid-19 outbreak. During settling in week, we expect parents/carers to stay with their child for the first session. Generally, we host parents on site until their child is happily settled, at this time we have to ask parents to leave the site whilst their child is settling. Settling in periods vary from one child to another, but we have great success in supporting children so please be advised by staff about how best to go about this process. We will contact parents/carers if there is a problem; therefore parents/carers need to keep phones switched on please. Contact phone numbers also need to be kept up to date as it can be very distressing for children if their grown-up is not contactable, especially if they are unwell.

Remember that the grown-ups probably feel more worried than the children. It is important to keep smiling and be positive. If a child is feeling anxious or tearful, it can help to arrive in good time so that they can have time to settle before the session begins. Once your child is settled, smile and leave cheerfully- most tears stop as soon as you are out of sight. If there are continuing problems, we will always let parents/carers know.

Your child may come home very excited and eager to talk about every detail of their day, or maybe not say much at all. Both attitudes are quite normal. Remember after a busy session at nursery they may be very tired. Be ready to listen when they want to talk to you.

Supporting Learning

One of the most important things that you can do to help your child is to talk to them. Talk about anything and everything and just as important, listen to what they say. A simple walk to the local shop can become more fun if you point things out on the way, let them help with the shopping. Your child will be able to communicate more effectively if they have a good vocabulary.

At age two children should have a vocabulary of 200-300 words. At three years children can have a vocabulary between 500-1,100 words (Ref- Child talk).

Children like to be independent it makes them feel very grown up. Support your child by encouraging skills like putting on their own coats; you will be amazed by the sense of pride they will show when they achieve something themselves. Try letting them help with jobs at home, such as dusting, cooking or washing up. Being able to go to the toilet by themselves is of great importance and we do encourage you to make sure they are clean and dry when they start nursery. If they have not managed this before starting nursery do not panic, please tell the teacher and they will work with you and your child.

Toys need not be expensive. Children can get just as much fun from a few boxes! Try to make sure that they have access to pencils, crayons and paper. Scissors, glue and paints are lovely; however, they need a bit more supervision.

Research has shown that children who know Nursery Rhymes and are read to at home make much better progress with reading when they start school. At nursery we have a large collection of attractive books. Please take the time to share books with them.

In normal circumstances we hold regular 'Stay and Play Days' which show you what your child does at Nursery whilst providing ideas for supporting learning. We also send home half termly challenges for your child and you to enjoy together. Please check the parents notice boards which share information with you.

Remember, the most important thing is to make your child feel that what they do at home and at Nursery is valued. If you have something special to share about what your child has achieved, please share that with your child's class teacher.

There are a lot of leaflets on the website (electronically) and in the entrance hall (paper copy) about how parents/ carers can support their children.

Communication

At Westfield Nursery we want to work in partnership with parents/carers. The more we talk to each other, the better it is for the children.

If parents/carers want to chat to a member of staff about their child, the best time is at the beginning or end of the session. For longer discussions, please make an appointment. Each class also has their own email address which you can use to discuss anything with your child's class teachers. These are, ladybirds@westfieldnursery.co.uk, caterpillars@westfieldnursery.co.uk, butterflies@westfieldnursery.co.uk, and bumblebees@westfieldnursery.co.uk.

We send regular newsletters to let parents/carers know what is going on.

Each term you will be invited to a consultation to discuss children's progress and attainment with his or her key worker and to look through their Learning Journey.



Attendance/ Absence

Regular attendance is crucial for all children. If they do not attend, they cannot learn. We would ask that parents/carers only keep children at home if they are ill. Adults are asked to phone (01582 608650) to inform us of absences.

	Above 97%. Less than 6 days absence a year: Excellent attendance! Pupils with this attendance should achieve the best attainment they can, leading to the best possible start to their education.
	95% Less than 10 days absence in a year: Pupils with this attendance are likely to achieve their targets and will be well prepared for starting their educational journey.
	90%. 19 days absence over the year: Pupils with this attendance are missing a month of school per year and may fall behind in Maths and Literacy; it will be difficult for them to achieve their best.
	85% 29 days absence in a year: These pupils are missing 6 weeks of school a year, it will be very difficult for them to keep up and achieve their best.
	80%. Pupils with this attendance are missing a day for every week of school. It will be almost impossible to keep up with work.

Punctuality

It is very important that children arrive at Nursery on time. Arriving late and having to join the class once after the session has started can be very distressing for children. It also has a disruptive affect on the group. More importantly, children will miss out on crucial learning opportunities.

Collecting Children

Children must be collected by an adult (over 16 years of age). If someone different is collecting your child, please let us know in advance - a telephone message is fine. If we are in any doubt, we will check before letting your child leave the nursery. We do operate a password system. If you are going to be late collecting your child, please phone and let us know so that we can tell your child. Several late collections will result in a fine and continuous late collection could result in your child losing their place. If parents/carers are over 15 minutes late with no contact made we will have no other option but to contact the police/Social Care and report this. They will then take responsibility for your child.

Other Information

Behaviour

We have a behaviour management policy based on the belief that children respond best to positive praise and encouragement. We are very happy to share strategies with you if you feel that it will help you to support your child in a positive manner. Please ask the staff if you would like us to share this policy with you. To support our positive behaviour strategy we encourage children to:

- Be kind
- Walk inside Nursery
- Use quiet voices inside Nursery
- Take turns and share
- Look after our Nursery



We use conflict resolution when necessary, using the following approach:

1. **S**top any hurtful actions & approach calmly
2. **T**alk to each child about their feelings
3. **O**ffer help by gathering information
4. **N**eutralize the problem by restating it
5. **E**veryone shares their ideas and let the children decide on a solution
6. **S**upport and follow up with the children

Child Protection

It is our duty to protect the children we care for at our Nursery school. We therefore strictly follow our Safeguarding and Child Protection Policy.

Clothing

The Nursery has a uniform consisting of a white T shirt and navy sweatshirt. It is not compulsory, but most parents find that children like to wear it, and it saves their other clothes from getting messy. We keep the cost of the uniform as low as possible. Apart from this, we like children to be independent, and to wear clothes which they can manage by themselves. In cold weather they do need to have a coat. Children should not wear jewellery to Nursery, except for simple stud type earrings. We ask that all clothing and belongings are named.

Complaints Procedures

Please talk to your child's class leader as soon as you have a concern- our experience is that most worries can be dealt with quickly when parents/carers and staff work together. Should this not resolve the issue, please speak to the Head teacher.

Coronavirus (Covid-19)

We want all children, families and staff to be safe. We have a system of control measures to reduce risk. These include keeping children in class bubbles, staggered drop off and collection times, controlling the flow of families on and off site and enhanced cleaning. If anyone in your family has symptoms of Coronavirus you must NOT attend Nursery. Follow test and trace guidance. Nursery have to report any symptomatic pupils to county and test results also have to be reported. See Procedures for dealing with cases of Covid-19.

Early Years Pupil Premium

We receive some additional funding to improve the education for disadvantaged 3- and 4-year-olds, this is called Early Years Pupil Premium (EYPP) We look at the needs of each child and provide a range of experiences and groups. These include:

- Forest School allows children to develop self-esteem and confidence in outside learning experiences
- ‘My time’ to develop the understanding of emotions and build resilience
- ‘Lift Off to language’ supporting children’s language acquisition
- ‘Games group’ to support and encourage turn taking with peers
- ‘Bucket time’ to develop attention and listening
- ‘Active 8’ to encourage group participation, listening and attention and physical development.

English as an Additional Language

We are fortunate to have children and families for whom English is an additional language. This enriches life at Nursery. We work closely with families to support children and monitor language acquisition. Please talk to a staff member if you would like more information on how children are supported.

Friends of Westfield

Friends of Westfield is the school’s parent, staff and friends’ association which runs events to raise funds to spend on the children. All parents/ carers/ staff are automatically members. Staff get involved in organising and supporting different events. All monies raised are spent to benefit the children.

Governing Body

At Westfield Nursery School we have a Governing body made up from a range of people including staff, members of the community and parents. We are always keen to attract new parents to the Governors as your support is valued by all. Being a Governor involves attending meetings (in person or virtually) and training and most people who have been involved in the past have felt it has been a worthwhile experience. Please talk to the Head teacher if you are interested.

Health and Safety

We aim to keep everyone in our care as safe as possible. We do daily checks of the site. If you have concerns about anything in relation to keeping people safe and well, please speak to class leaders or the Head teacher. Please remember

- all gates and doors must always be closed to ensure children are kept safe.
- no mobile phones in use on site.

We have emergency procedures for evacuation (fire drill) and for a lock down situation. We regularly complete and review risk assessments.

Highscope

This is a way of working for early years (our pedagogy). It is based on three fundamental principles:

- Active participation of children in choosing, organizing, and evaluating learning activities, which are undertaken with careful adult observation and guidance in a learning environment replete with a rich variety of materials located in various classroom learning areas
- Regular daily planning by the staff in accord with a developmentally based curriculum model and careful child observations
- Developmentally sequenced goals and materials for children based on the High/Scope “key experiences”.

The Five Elements of the High Scope Approach

1. Active Learning

The idea that children are the source of their own learning forms the centre of the High Scope curriculum. Adults support children's active learning by providing a variety of materials, making plans and reviewing activities with children, interacting with and carefully observing individual children, and leading small- and large-group active learning activities.

2. Classroom Arrangement

The classroom arrangement invites children to engage in personal, meaningful, educational experiences. In addition, the classroom contains three or more interest areas that encourage choice. For example, the creative area, the Maths area and the writing area.

The classroom organization of materials and equipment supports the daily routine—children know where to find materials and what materials they can use. This encourages development of self-direction and independence.

The adults prepare the areas and activities to use in the classroom based on several considerations:

- Opportunities for facilitating active involvement in a range of skills and concepts, such as: number, time relations, classification, spatial relations, and language development

- Interests of the children

We follow 'Possible Lines of Development' (PLOD's), this means where a child has a particular interest staff will provide materials and opportunities to develop this.

A child finding a mini-beast in the garden may then be supplied with magnifying glasses, non-fiction books, clipboard, paper and pencil to make further studies of mini-beasts; Boxes and joining materials are available to make a mini-beast home; storybooks and story sacks with a mini-beast story will be shared; creative materials will be supplied to make mini-beasts. Lots of child-initiated learning can come from one exciting find in the garden!

3. Daily Schedule

The schedule considers developmental levels of children, incorporates a plan-do-review process, provides for content areas, is as consistent throughout the day as possible.

The plan-do-review process is an important part of the High Scope approach. The plan-do-review is a sequence in which children, with the help of the adult, initiate plans for projects or activities; work in learning areas to implement their plans; and then review what they have done with the adults and their fellow classmates.

4. Assessment

Adults keep notes about significant behaviours, changes, statements, and things that help them better understand a child's way of thinking and learning.

5. Curriculum

The High Scope curriculum comes from two sources: children's interests and the key experiences, which are lists of observable learning behaviours, for these we use the Early Years Foundation Stage Curriculum.

III/ Injured Children

Please always inform school of any sickness or injuries. If your child has sickness or diarrhoea we ask that parents/carers keep them at home for 48 hours to reduce the risk of infection. If children fall ill or have an injury at school parents/carers will be called or informed. Class based staff hold first aid qualifications. Medication will only be administered at school for prescribed medications which are four times daily or circumstances where the child has long term illness and requires time specific medication. We do have procedures for administering inhalers and auto-injectors.

Money

Any money sent into school by families should be placed in the office in-tray in an envelope clearly marked with the child's name and class.

Photographs

We use photographs in many ways at Nursery. We display pictures of activities. We use pictures as evidence of skills that children have learnt and one of the favourite ways is the 'Learning Journey' folders that we make. This is a record of the time children spend in Nursery and will be for the children to keep when they leave us to start school.

No adults are to use mobiles/ take photographs at Nursery.

Policies

Key policies can be viewed via the website. Please ask to see the Head teacher should you have any queries or comments about policies.

Special Educational Needs and Disabilities

We are an inclusive setting and welcome all children. We work closely with parents and outside agencies to ensure children's needs are met and all children make progress against their needs. We have skilled staff who are used to supporting children with a range of learning, physical and medical needs. We also work alongside other agencies to support the child.

Snacks

In addition to their free milk or water, we provide children with a snack every day. We ask that you send in a piece of fruit each day. This is cut up and shared by the children. The children will sometimes have made their own snack in cooking sessions, closely supervised by a member of staff.



Safeguarding

At Westfield Nursery School we are committed to safeguarding all our stakeholders. The well-being of all children and adults (staff, parents, carers and visitors) is paramount. To this end we follow certain procedures. It is our duty of care to monitor and act on any disclosures. We work closely with outside agencies. All staff are DBS checked. Mrs Collins is the Designated Safeguarding Lead and Mrs Andrews, Miss Dhenin, Miss Shaw, Mrs Begley and Miss Heading are the named Deputies. Maxine Boyle is the Lead Governor for Safeguarding.

If you ever have any concerns or questions, please come to talk to us as we pride ourselves on the open and honest relationship we have with parents.

Thank you
Liz Collins - Headteacher
Maxine Boyle - Chair of Governors

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