

# Welcome to Nutkins Nursery and Hunter Hall Foundation Stage Unit

We hope that your child will spend a happy and rewarding time with us and that the following information is both useful and interesting to you as parents.

## Introduction

The Nutkins Nursery (three - four year olds) is now well established at Hunter Hall School and is part of the Foundation Stage Unit along with the adjoining Reception Class (four - five year olds). It is housed in a converted byre, which is part of the buildings around a central courtyard. The Foundation Stage Unit conversion, designed specifically to the needs of three to five year olds, contains:

- A cloakroom area, accessible by a ramp.
- Two rooms with carpeted sections divided into areas for books, construction activities, role play etc., but still leaving plenty of free floor space for small world toys, investigating puzzles and playing group games.
- Creative areas containing sand and water activities, painting equipment, etc.
- Purpose built toilets and hand basins, all at child level.
- Low level display boards so that the children can see their work. (We endeavour to display the children's work to a high standard in order to show how much we value it).
- An interactive whiteboard which the children can access.
- There are no awkward stairs or steps which many children find unnerving and difficult.
- Partially covered outdoor area, including climbing frame, large sand pit and gardening facilities.

The main school hall is available for use by the Foundation Stage, enabling the children to enjoy games, music and movement. The children also join the rest of the Lower School (five - seven year olds) for lunch in the school hall.

The children join the Lower School for playtime in the morning and afternoon. In this way they become familiar with the layout of the school, the other staff in the school, and the older children. This helps them feel secure in their environment and integrate them into the school community.

# General Information

Nutkins Nursery  
Hunter Hall School  
Frenchfield  
Penrith  
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CA11 8UA

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Website address: [www.hunterhall.co.uk](http://www.hunterhall.co.uk)

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Headmaster Dr F A Winzor

Deputy Head Mrs A Taylor

Chair of Governors Mr T Evans

Foundation Stage Co-ordinator Mrs B Petch

Foundation Stage Staff  
Mrs L Cole  
Mrs M Foley  
Mrs A Graham

Mrs B Petch  
Mrs S Benson

# Nursery Information

## Opening Hours

<b>Morning Session</b>	<b>8.30 am.</b>	<b>-</b>	<b>12.00 noon</b>
<b>Lunch</b>	<b>12.00 noon</b>	<b>-</b>	<b>1.00 pm.</b>
<b>Afternoon Session</b>	<b>12.30 pm.</b>	<b>-</b>	<b>4.30 pm.</b>
<b>Tea Time Session</b>	<b>4.30pm</b>	<b>-</b>	<b>5.30pm</b>

*Please note* The staff will be ready to receive children from 8.15 a.m. At the end of the session please do try to collect your child promptly, as young children can become very anxious once others begin to go home. **NB** It is very important that you let staff know who is collecting your child. There is a book in the lobby area for your convenience.

**Fees** Contact School Office for up to date fees

**Lunches** (supervised) Charged for if required

**Payment of Fees** You will be invoiced in the second half of each term, for lunches, tea time session and fees for the term.

**Absences** Please inform the school, as soon as possible, if your child is to be away from school, and an absence letter is required on your child's return.

Any pre-booked sessions that your child is unable to attend due to illness, appointments etc. will be charged for. However you may take additional sessions in lieu at a later date.

Please inform the staff of any planned holidays. Sessions missed during short holidays of up to 2 weeks may be taken in lieu at a later date. For longer absences a retainer of £2.50 a session will be charged.

For full time nursery places you will not be charged more than the current school fees for the term.

**Sessions** If you wish to change your child's sessions in any way please speak to one of the teachers, and fill in a 'changes to sessions' form.

**Extra Sessions** Sometimes you may wish to send your child to Nursery for an extra session e.g. to cover school photographs, sports afternoon, school plays, outings etc. You may either change your existing sessions to cover this or pay for the extra session.

**Nursery Grant** There is a Nursery pupil census at the beginning of each term for children eligible for the grant. It is advisable to fix your child's sessions before this date.

**Uniform** This is optional, although many of our children enjoy wearing the school uniform.

**Please note:** Do please ensure that everything, including shoes and socks, is clearly named.

### **Outdoor Clothes**

When the children go outside for a play they need to have appropriate outdoor clothes with them. In winter we suggest: warm coat, waterproof shoes, hat, scarf and mittens (rather than gloves if possible). In summer we suggest: sun-hat and summer clothes and a light jacket but please do not send your child to school in open-toed sandals. Please note sunglasses and umbrellas are not allowed. Please see the Health and Safety section.

**Snack Time** At 9.45 a.m. and in the afternoon the Nursery children sit down together to have a snack and a drink before going out to play. This enables the children to experience co-operation, sharing, and teaches them valuable social skills. Please ensure that your child brings an appropriate snack at the beginning of a session, i.e. fresh prepared fruit and vegetables, dried fruit, plain biscuits, cheese. (**Not** sweets, chocolate, cakes, crisps etc. - *Sweets are not allowed in school*). **Please do not bring any food that contain nuts due to possible allergies.** If your child is going to be in school for a full day they will need to bring two snacks with them.

### **Toys**

We do appreciate that the first few days at school can be an anxious time for young children, and that they sometimes need the added security of a favourite teddy or object. While we would want the children to settle in quickly, we would discourage bringing in toys unless absolutely necessary. Action figures, toy guns, etc. are not allowed in the Nursery. The children will not be allowed to play any games that involve pretend guns or fighting.

## **Parents and the Nursery**

We hope that all parents feel very welcome and at home in our Nursery. You may come and see your child's work at any time (but the end of a session is probably the best time). You and your child will be allocated a 'key person' who will be very happy to have a chat about your child's progress, achievements etc. Please do voice any concerns that you may have as soon as possible, so that we can all work together to solve any problems that may arise.

We aim to encourage the children to become as independent as possible. In order to achieve this, and also to help the children to settle, we would prefer it if parents do not stay too long in the classroom at the beginning of each session. If you have any worries about this please do talk to your key person or any member of the Foundation Stage staff.

## **Parental Involvement**

Parents will be informed of, and sometimes asked to contribute ideas linked to their child's interests and learning. A notice of planned activities on a three or four weekly rota will be available to view on the parents noticeboard. If parents would like to be involved with specific topic ideas due to their expertise or interest, we would be very happy to discuss potential input from them.

We encourage parents to follow-up and support current work in the Foundation Stage, e.g. if we are talking about night and day you might take your child out to look at the night sky.

All current news and information will be posted on the Foundation Stage notice board.

## **Discipline**

Children in the Nursery will be encouraged to be polite and behave courteously towards each other, members of staff, and other adults and children. They will be encouraged to respect themselves, others and their environment. The children will be involved in deciding on the general rules of the unit, e.g. being kind to others, sharing, taking turns etc., as this makes abiding by the rules more fun!

Parents will be invited to discuss serious issues and will be involved, at all times, with any discipline actions. Open and frank discussions will be welcomed with your allocated key person.

## **Health and Safety**

- Parents should inform the staff of any medical condition which may affect their child whilst at Nursery.
- Medicines can only be given at a parent's request and after a disclaimer has been signed.
- Unless otherwise instructed, staff will clean and cover with a plaster, any cuts and grazes which occur at school.
- If your child is taken ill while at school we will telephone you or the person you have nominated on your registration form. Please inform us of any changes as soon as possible eg. New mobile phone numbers.
- Parents will be informed of any accidents of note, that occur while your child is at school.
- Please notify school as soon as possible if your child is unable to attend school due to illness; the nature of the illness and how long you expect them to be absent for. An absence note will be required on their return.
- During the summer months the question of the application of sun creams arises. The staff recognise the importance of protecting young children from the effects of the sun, and are willing to assist children in the application of sun tan lotion. This must be supplied by the parents and a permission slip signed.

## **Please Note:**

Social Services stipulate that no child is allowed to attend Nursery until at least 24 hours has elapsed since their last attack of vomiting or diarrhoea. If your child has a temperature, this is an indication that they are unwell and should be at home.

# Admissions Policy 2008-2009

The Nutkins Nursery is part of Hunter Hall School and is the responsibility of the Headmaster and the school's governing body.

Parents must apply for a Nursery place to the Headmaster, Mr Short.

Please note that a separate registration form needs to be completed if you wish your child to be enrolled in the main school. Applications to the Headmaster.

The Nursery provides part and full-time education for 3-4 year olds. If you have elected to have part-time sessions but feel that your child has settled happily and quickly into Nursery and would now benefit from full-time education, please see your key person and this can be arranged.

## Grants

The school is a Registered Provider of the Nursery Education Grant. We are also registered to accept various childcare vouchers.



# The Curriculum

## 1. Aims

We aim to provide a happy, secure, stimulating, and well organised environment, where the children's all round development will flourish and where learning is activated through play. We will encourage the children to communicate, experiment, create, imagine and discover, as well as introducing them to new ideas and learning from the environment.

We believe that a child's sense of self worth is vital to their vision of the world and so great importance is attached to each individual achievement. However, the child must also be aware that they are part of a community, and so emphasis is placed on social skills and nurturing a caring and co-operative atmosphere in the classroom.

## 2. Early Learning Goals

We will base the year's curriculum on development and progression towards the Early Years Goals as set out in the Early Years Foundation Stage published by the Department for Education and Skills.

This has the following 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. All areas of learning and development are equally important and interconnected.

The curriculum covers six areas:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem solving, reasoning and numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

This publication is available in the Nursery if you wish to view it.

## 3. Planning

The planning is linked to the interests of the children, each aimed at the appropriate pre-school level and working within the 'Early Learning Goals'.

### Assessment and Recording

All the children in the Nursery will be regularly assessed in relation to their progress towards the 'Early Learning Goals'.

## Reporting Back To Parents

You will be kept informed of your child's progress throughout the year.

Parents receive a full report in the Summer term. The report covers all the six areas of learning. Effort and attainment reports are given at the end of the Autumn and Spring Terms. These are brief and target specific areas of the curriculum.

During the Autumn and Spring terms we also provide an opportunity for you to discuss your child's progress with your key person. This is in addition to the daily contact between parents and staff. If you wish to have an extra meeting with your child's key person at any time of the year, this can easily be arranged. Parents may also speak to any other member of the Foundation Stage staff at any time in relation to their child.

## Starting Nursery

The following suggestions are ways in which parents can support, encourage and prepare their child for starting Nursery - a big moment for both parents and child.

- ◆ Please talk to your child about anything that interests him/her - people, animals, objects, stories, the environment, etc.
- ◆ Sing Nursery rhymes - these are very important for language and reading development.
- ◆ Encourage your child to observe, listen and to describe objects - whether they are hard, soft, round, spiky, etc.
- ◆ Provide access to quiet activities such as jigsaws, simple board games, paper, pencils, etc. This helps improve concentration and increase attention span.



## It would be helpful if before starting Nursery your child

- ◆ can cope when using the toilet and washing their hands.
- ◆ Can attempt to blow and wipe his/her nose.
- ◆ Can make an attempt to put on his/her own coat and shoes.

## What your Child will Need

- 1 A bag for spare clothing that can be hung on their peg. (School PE bags are available from the Uniform Shop). This bag should be clearly named.
- 2 A clean change of underwear and clothing, all named. These should be kept in the bag on your child's peg in case of 'accidents'.
- 3 Two small photographs of your child. These need to be recent photos which you do not mind being stuck on their peg and tray.
- 4 A snack for playtime every day, two if he/she is staying all day.  
**(Please see Snack Time on p.4)**

## Settling in Procedure

Depending on the age and confidence of your child you may wish to stay with them in Nursery for short periods of half an hour to an hour to begin with. We do not recommend too many of these introductory sessions.

You may need to leave your child upset to begin with but staff will do their best to comfort them and will contact you if they feel that your child is not settling.

Please be prompt in collecting your child, especially after the first session but also after subsequent sessions so they do not see others being collected before them and become anxious.

## A Typical Day in the Nursery

- 1. Arrival & Registration 8.30 a.m.**  
On arrival in the Nursery, the children will put their coats on their allocated peg, and put their snacks in their tray. They find their name and attach it to the register board in Nursery. They may then choose any area where they wish to play.
- 2. First Activity Period/open unit 9.10 - 9.45 a.m.**  
Each day there will be a variety of activities based on the current interests or topics and also freeplay - where children choose their own activity. Followed by tidy up time.
- 3. Snack Time and story 9.45 - 10.10 a.m.**  
Children go to the toilet, wash their hands and sit down together for a snack and a drink. When they have finished they look at books until playtime.
- 4. Playtime 10.10 - 10.30 a.m.**  
Children put coats on and join the other classes for playtime outside.
- 5. Second Activity Period/open unit 10.30 - 11.30 a.m.**  
Story, phonic games and activities, listening skills
- 6. Music Time/ story 11.30 - 12.00 noon**  
Tidy up time, songs, rhymes and music. Toileting and washing hands if staying for lunch. Preparing to go home if leaving.



- 7. Lunch 12.00 noon - 12.30 p.m.**  
The children who stay for lunch go into the main school hall.
  
- 8. Playtime and beginning of afternoon session 12.30 - 1.00 p.m.**  
Outside if fine, in the barn if wet. Afternoon session arrivals please deliver your child to the member of staff on playground duty. If collecting your child from the playground, please inform the member of staff on playground duty.
  
- 9. Afternoon Register 1.00 - 1.15 p.m.**
  
- 10. Problem solving/maths/number activities 1.00-1.30p.m.**
  
- 11. Third Activity Period/open unit 1.30 - 2.30 p.m.**  
Topic activity, language and mathematics work, freeplay.
  
- 12. Snack Time and story 2.30 - 2.45 p.m.**
  
- 13. Quiet Activity Time/books 2.45 - 3.10 p.m.**
  
- 14. Fourth Activity period/closed unit 3.10 - 4.30 p.m.**  
Children can be collected at any time during this session
  
- 15. Extra Session (pre-booked) 4.30 - 5.30 p.m.**  
Light tea consisting of sandwich, fruit and cake. Followed by inclusion with after school care.
  
- 16. Collection 5.30 p.m.**

## Please Note

- No dogs or smoking on the school site.
- Cars are to be parked in the school car park.
- Children are not allowed to wear jewellery of any kind for reasons of safety.
- Once the Nursery children have been collected at the end of a session, they are under the supervision of the parent/guardian and are, therefore, their responsibility. Please ensure that the child conforms to the usual code of behaviour expected in school while still on school grounds.

## Complaints

We hope that you will not feel it necessary to make a complaint about any aspect of the Nursery and Foundation Stage, however, should you wish to do so, there is a formal complaints procedure for parents. Initially, the key person should be consulted and will deal with your issue. Should this prove unsatisfactory then you are welcome to contact the Foundation Stage Co-ordinator and then the Headmaster who will deal with any problem. Finally, if the issue still remains unresolved, the Chairman of the Governors will be consulted. A copy of the school complaints policy is available for parents to read, in the school office.

## *Hunter Hall School*

### **TERMS DATES for 2008-2009**

**Autumn Term:** Wednesday 3<sup>rd</sup> September - Friday 12<sup>th</sup> December

*Half-term Holiday:* Monday 27<sup>th</sup> - Friday 31<sup>st</sup> October 2007 inclusive

**Spring Term:** Wednesday 7<sup>th</sup> January - Friday 3<sup>rd</sup> April 2009

*Half-term Holiday:* Monday 16<sup>th</sup> - Friday 20<sup>th</sup> February 2009 inclusive

**Summer Term:** Tuesday 21<sup>st</sup> April - Friday 10<sup>th</sup> July 2009

*Bank Holiday:* Monday 4<sup>th</sup> May 2009

*Half-term Holiday:* Monday 25<sup>th</sup> May - Friday 29<sup>th</sup> May 2009

# Independent Schools Inspectorate Report October 2005

In October 2005 the Independent Schools Inspectorate undertook a full school inspection of Hunter Hall School and Nursery. The full report can be read at the ISI website <http://www.isinspect.org.uk>

A section of the report pertaining to the Foundation Stage (Aged 3-5 years Nursery and Reception) is copied below.

## ACHIEVEMENT AND QUALITY IN SUBJECTS AND ACTIVITIES

### Achievement and Quality in Subjects

#### The Foundation Stage

- 8.1 Children achieve high standards in the Foundation Stage where they make a very good start to school life. They are well on track to meet and in many cases exceed the standards expected nationally by the end of the Reception Year.
- 8.2 Children enter the nursery from the age of three and attend either full-time or for one or more of the 10 weekly sessions. The Nursery class operates in the newly refurbished nursery area. Day-to-day arrangements are highly effective and reflect the variety of the children's ages and stages of development. Reception children attend full time and continue with the Foundation Stage curriculum.
- 8.3 In both the Nursery and the Reception classes children's attainment is very good in all six areas of learning. Children make rapid progress, including those whom the school has identified as having a learning difficulty.

#### *Personal, Social and Emotional Development*

- 8.4 Attainment is high and progress rapid in this area of learning. In both the Nursery and Reception, children's ability to listen well to each other, cooperate, take turns and help each other is far above average.
- 8.5 Children are encouraged to be aware of and sensitive to the needs of others and a suitable range of activities and resources is provided to ensure that they are actively involved in making their own choices. This is most evident at lunchtime with children choosing their meals from the menu available.
- 8.6 Children demonstrate very good levels of independence and by the end of Nursery they manage their clothes and personal hygiene confidently. Children in both the Nursery and Reception classes demonstrate confidence and competence when carrying out instructions and following classroom routines.
- 8.7 Staff actively encourage good manners and have high expectations of behaviour. The children respond well to adults and have a clear understanding of right and wrong.

#### *Communication, Language and Literacy*

- 8.8 Standards of attainment are high and the children make rapid progress. They listen attentively and become increasingly confident in their use of spoken language. In the Nursery, children use speech well to define and clarify roles during their play. For example, children's role play in the Nursery 'jungle area' involved the use of accurate and descriptive language.
- 8.9 In 'circle time' children are encouraged to listen to others and to engage in active discussion. Teachers use suitable questioning techniques to challenge children to formulate ideas and use new words. A good range of published reading books is available throughout the Foundation Stage. The quality of reading is well supported by regular and thorough attention being given to the sounds letters make. Early writing skills are encouraged throughout and children are given frequent opportunities to record information, trace, and write creatively. Handwriting and accurate letter formation are taught from an early age.

#### *Mathematical Development*

- 8.10 Mathematical development is fostered well throughout the Foundation Stage, and planning provides many useful opportunities for children to acquire very good mathematical skills. Attainment is high and progress is rapid in this area

- 8.11 Nursery children order objects by size as well as number. Those in Reception count and recognise numbers to 10, with many progressing beyond this. Completed work showed that children in the Reception classes could solve pertinent problems and use simple graphs. They are learning about money, shapes and measures, including time. Reception children are able to identify two-dimensional mathematical shapes with confidence. Staff demonstrate a commitment to suitable mathematical language, and children are encouraged to use it at every opportunity.

#### ***Knowledge and Understanding of the World***

- 8.12 Children's knowledge and understanding of the world are developed through activities linked to themes. Attainment in this area of learning is high and progress is rapid.
- 8.13 Well-organised visits and activities in both age groups enable children to learn about the past and the present in their own lives and in those of their families and other people they know. In the Nursery, children engage in role play in the 'jungle area', listening to jungle sounds, while in Reception they travel into outer space in their 'space ship'. Children's awareness of ideas, cultures and traditions different from their own are introduced at appropriate times. At Diwali the Reception children gain direct experience of another culture, with their teacher wearing a sari to introduce them to the clothing of another nation.
- 8.14 Classrooms, including role play areas, reflect the planned topics and a variety of children's work is very well displayed. Children in both Nursery and Reception have access to computers; the Reception children are timetabled in the ICT room, where they learn early skills and use appropriate software under the direction of a specialist teacher and the Nursery children work with a specialist in their own classroom.

#### ***Physical Development***

- 8.15 Attainment is high and progress rapid in this area and good use is made of the school facilities. The nursery playground and the climbing equipment are well used by both the Nursery and Reception children to promote physical development. Reception children have access to their own play area with ample space for physical activities. Children use a range of wheeled toys competently.
- 8.16 All Foundation Stage children have timetabled PE lessons, and from the age of three years they attend swimming lessons at a local leisure centre. Fine motor skills are well developed through a range of activities that includes cutting, sticking and model making.

#### ***Creative Development***

- 8.17 Attainment is high in creative development and progress rapid. Children are provided with a range of activities including painting, model making and collage. Work is thoughtfully and imaginatively displayed.
- 8.18 Music making, dance and drama are part of the creative provision and the activities enable children to develop their imaginative skills, express their ideas, and perform for families and friends. In a Reception lesson, children showed an imaginative response to a piece of music based on the story of Noah's Ark. In music sessions Nursery children are encouraged to follow patterns and copy sounds. The Reception play area, with its 'Daisy Cottage' and play space, provides a good resource for imaginative play, and some children were observed preparing for a trip to the moon while others set up a racing track using wooden blocks.

#### ***Other Aspects of the Foundation Stage***

- 8.19 Overall, the quality of teaching is very good. A significant strength in the teaching at the Foundation Stage is the adults' familiarity with the curriculum, which they use to good effect. All the staff members have very good knowledge of the children in their care. The quality of learning and behaviour is very good. Children are lively, responsive and well motivated.
- 8.20 The leadership and management of the Foundation Stage are very good. The curriculum is very good with effective use being made of specialist teaching. Assessment is excellent and the information is used capably to plan activities and track progress. Membership of the local Early Years Partnership and good training opportunities ensure that staff are up to date with new curricular initiatives. Close links are maintained with parents. The accommodation is very good; Nursery accommodation is self-contained and with access to an excellent outdoor play area while that for Reception is well presented to create a bright and attractive teaching space.