



# Redbridge Primary School

**Meet the Nursery**

**September 2020**

# The Nursery Team



**Mrs R Khan**  
*Nursery Nurse*



**Miss K Drury**  
*Nursery Lead/Nursery  
Teacher*



**Mrs B Kemp**  
*Nursery Nurse*



**Mrs A Shaikh**  
*Learning Support  
Assistant*

# The Wider Redbridge Team

**Mr S Davies**

*Head Teacher*



**Mrs S Southall**

*Deputy Head Teacher*



**Mrs R Targett-Adams**

*Deputy Head Teacher*



**Ms H Heer**

*Assistant Head Teacher  
SEN Leader*



**Mrs L Panzu**

*Assistant Head Teacher  
Early Years Leader  
Safeguarding*



**Mrs R Sagar**

*Assistant Head Teacher  
KS1 Leader*



**Mrs N Khaleeq**  
*Secondment Assistant  
Head Teacher  
Early Years Leader*



# Transitional Week

## Week 1

3<sup>rd</sup> September- Zoom call home visits

4<sup>th</sup> September –Zoom call home visits

## Week 2

7<sup>th</sup> September- Zoom call home visits

8<sup>th</sup> September –Zoom call home visits

9<sup>th</sup> September - First 10 children Group A in for 1 hour (9.45am- 10.45am) (Autumn/Winter born)

10<sup>th</sup> September - First 10 children Group A in for normal time (8:50) -11.45am (Autumn/Winter born)

11<sup>th</sup> September- First 10 children Group A in for 8:50, stay for lunch, and then home time at 12:40pm (Autumn/Winter born)

## Week 3

14<sup>th</sup> September - First 10 children Group A in for 8:50, stay for lunch, and then home time at 12:40pm (Autumn/Winter born)

15<sup>th</sup> September – First 10 children Group A in from 8:50-3:40 (full day) (Autumn/Winter born)

16<sup>th</sup> September- Second 10 Children Group B in for 1 hour (9.45am- 10.45am) (Spring born)

17 September- Second 10 Children Group B in for 1 hour (8:50am- 11.45am) (Spring born)

18<sup>th</sup> September – Second 10 Children Group B in for 8:50am, stay for lunch, and then home time at 12:40pm (Spring born)

## Week 4

21<sup>st</sup> September- Second 10 children Group B in for 8:50am, stay for lunch, and then home time at 12:40pm (Spring born)

22<sup>nd</sup> September – Second 10 children Group B in for 8:50am-3:40pm (full day) (Spring born)

23<sup>rd</sup> September – Third 10 children Group C in for 1 hour (9.45am- 10.45am) (Summer born)

24<sup>th</sup> September – Third 10 children Group C in for normal time (8:50) -11.45 (Summer Born)

25<sup>th</sup> September – Third 10 children Group C in for 8:50am, stay for lunch, and then home time at 12:40pm (Summer born)

## Week 5

28<sup>th</sup> September - Third 10 children Group C in for 8:50am, stay for lunch, and then home time at 12:40pm (Summer born)

29<sup>th</sup> September – Third 10children Group C in for 8:50am-3:40pm (full day) (Summer born)

30<sup>th</sup> September – ALL children (Groups A,B and C) in for 8:50am-3:40pm (full day)

1<sup>st</sup> October - ALL children (Groups A,B and C) in for 8:50am-3:40pm (full day)

2<sup>nd</sup> October - ALL children (Groups A,B and C) in for 8:50am-3:40pm (full day)

# The School Day

## Nursery

Morning Session: 8:50am- 11:40am

Lunch:

Afternoon Session: 12:40-3:40pm

## Punctuality

It is very important that your children arrive on time for school. The children begin their learning as soon as the school day starts.

***‘My child is only late by 10 minutes... that doesn’t matter does it?’***

In Nursery the children take part in Settling In time/Soft Start whereby they explore activities, take part in quick interventions and supports building their independence.

**Please arrive promptly as doors will close at 9am and 1pm – we aim to complete registration and begin our learning as quickly as possible. If you need to speak to the Nursery Team about an issue please try to do this at the end of the session.**

# Attendance

- It is very important for your child to be in school every day. In recent years at Redbridge, the children who have attended school regularly achieve better results at the end of Foundation Phase, Key Stage 1 and Key stage 2.
- Please encourage your children to attend school everyday. If your child is unwell please contact the school to report the absence as soon as you can.



**This is Simon. He is in Year 1.**

**His attendance is around 90%**

90% attendance means that he is absent from lessons for the equivalent of **one half day every week.**

If it remains at 90% in Year 1, he will miss the equivalent of **four whole weeks- almost a month!**

If Simon continues this pattern **over five years.** He will miss the equivalent of about **one half of an entire school year!**

# School Uniform

School uniform is encouraged, to give our pupils a sense of belonging and pride in their school. All clothing should be clearly labelled. As there are many stairs in the school, sensible shoes rather than trainers are recommended.

- Red school sweatshirt
- Black school trousers/jogging bottoms
- White school polo shirt
- White school t-shirt
  
- Red school cardigan
- Grey skirt/pinafore dress or trousers/leggings
- White shirt/blouse
- Red and white dress (Summer Term)
  
- Black Sensible shoes, not trainers are recommended
- Reversible fleeces/rain jackets



Uniform can be purchased from Lucilla in Ilford.

# What do we use in Nursery?

**Early Education**  
The British Association for Early Childhood Education  
[www.early-education.org.uk](http://www.early-education.org.uk)

## Development Matters in the Early Years Foundation Stage (EYFS)

**This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.**

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: [www.education.gov.uk/publications](http://www.education.gov.uk/publications)



# What do we focus on in Nursery?

Characteristics of Effective Learning
<p><b>Playing and exploring – engagement</b></p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p><b>Active learning – motivation</b></p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p><b>Creating and thinking critically – thinking</b></p> <p>Having their own ideas Making links Choosing ways to do things</p>

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
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

## Personal, Social and Emotional Development: Making relationships

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p><b>Birth - 11 months</b></p>	<ul style="list-style-type: none"> <li>Enjoys the company of others and seeks contact with others from birth.</li> <li>Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</li> <li>Responds to what carer is paying attention to, e.g. following their gaze.</li> <li>Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure babies have their own special person in the setting, who knows them really well and understands their wants and needs.</li> <li>Tune in sensitively to babies, and provide warm, loving, consistent care, responding quickly to babies' needs.</li> <li>Hold and handle babies, since sensitive touch helps to build security and attachment.</li> <li>Ensure that the key person or buddy is available to greet a young baby at the beginning of the session, and to hand them over to parents at the end of a session, so the young baby is supported and communication with parents is maintained.</li> <li>Engage in playful interactions that encourage young babies to respond to, or mimic, adults.</li> <li>Follow the baby's lead by repeating vocalisations, mirroring movements and showing the baby that you are 'listening' fully.</li> <li>Notice when babies turn away, signalling their need for less stimulation.</li> <li>Discover from parents the copying games that their babies enjoy, and use these as the basis for your play.</li> <li>Talk with babies about special people, such as their family members, e.g. grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff are aware of the importance of attachment in relationships.</li> <li>Ensure the key person is paired with a 'buddy' who knows the baby and family as well, and can step in when necessary.</li> <li>At times of transition (such as shift changes) make sure staff greet and say goodbye to babies and their carers. This helps to develop secure and trusting three-way relationships.</li> <li>Plan to have one-to-one time to interact with young babies when they are in an alert and responsive state and willing to engage.</li> <li>Display photos of family and other special people.</li> <li>Share knowledge about languages with staff and parents and make a poster or book of greetings in all languages used within the setting and the community.</li> <li>Repeat greetings at the start and end of each session, so that young babies recognise and become familiar with these daily rituals.</li> </ul>
 <p><b>8-20 months</b></p>	<ul style="list-style-type: none"> <li>Seeks to gain attention in a variety of ways, drawing others into social interaction.</li> <li>Builds relationships with special people.</li> <li>Is wary of unfamiliar people.</li> <li>Interacts with others and explores new situations when supported by familiar person.</li> <li>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</li> </ul>	<ul style="list-style-type: none"> <li>Involve all children in welcoming and caring for one another.</li> <li>Give your full attention when young children look to you for a response.</li> <li>Enable children to explore by providing a secure base for them.</li> <li>Help young children to understand the feelings of others by labelling emotions such as sadness or happiness.</li> </ul>	<ul style="list-style-type: none"> <li>Play name games to welcome children to the setting and help them get to know each other and the staff.</li> <li>Regularly evaluate the way you respond to different children.</li> <li>Ensure there are opportunities for the child to play alongside others and play cooperative games with a familiar adult.</li> <li>Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.</li> </ul>
 <p><b>16-26 months</b></p>	<ul style="list-style-type: none"> <li>Plays alongside others.</li> <li>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</li> <li>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> </ul>		

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

## Personal, Social and Emotional Development: Making relationships

A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>22-36 months</p> <ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that children have opportunities to join in.</li> <li>Help them to recognise and understand the rules for being together with others, such as waiting for a turn.</li> <li>Continue to talk about feelings such as sadness, happiness, or feeling cross.</li> <li>Model ways of noticing how others are feeling and comforting/helping them.</li> </ul>	<ul style="list-style-type: none"> <li>Make time for children to be with their key person, individually and in their key group.</li> <li>Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces.</li> <li>Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.</li> </ul>
 <p>30-50 months</p> <ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults.</li> <li>Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.</li> <li>Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.</li> <li>Plan support for children who have not yet made friends.</li> </ul>	<ul style="list-style-type: none"> <li>Plan activities that require collaboration, such as parachute activities and ring games.</li> <li>Provide stability in staffing, key person relationships and in grouping of the children.</li> <li>Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions.</li> <li>Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.</li> <li>Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.</li> </ul>
 <p>40-60+ months</p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> <li>Support children in linking openly and confidently with others, e.g. to seek help or check information.</li> <li>Model being a considerate and responsive partner in interactions.</li> <li>Ensure that children and adults make opportunities to listen to each other and explain their actions.</li> <li>Be aware of and respond to particular needs of children who are learning English as an additional language.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.</li> <li>Ensure children have opportunities to relate to their key person, individually and in small groups.</li> <li>Provide activities that involve turn-taking and sharing in small groups.</li> </ul>

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

# Nursery Day

- During the Early Years Foundation Stage of learning, children are encouraged to learn through play, repetition and in small, short bursts.
- Children will be taking part in lots of different group activities and interventions throughout the day, depending on what we feel your child needs more support with.
- Children will have the opportunity to explore areas independently with free flow access to outdoors.
- We ask that your child brings in a packed lunch for their full time session. Children have access to a healthy snack break both in the morning and afternoon.

# Key Worker Adults

Once all children have started and settled into Nursery they will be placed into Key Worker Groups. These are coloured duckling groups (red, yellow and blue). These groups were created before the children started.

- *Key Worker Groups involve:*
- • Small group teaching.
- • Interventions.
- • Half termly assessments.
- • Parent meetings will take place with your child's Key Worker.

\*Key Worker adults are: Miss Drury (red), Mrs Khan (blue) and Mrs Kemp/Mrs Shaikh (yellow).\*

# Home Learning Journals

Children will take home a 'Home Learning Journal' where they can complete any optional homework set by nursery, show any extra home learning they have done or simply try out some independent mark making!

We will be sharing our learning journey at various points throughout the school year. Please look out for the termly newsletters as well as special parent events (for example: nursery performances, graduation) and invitations to come into school and share our learning. Due to Covid-19 this is subject to change.

# Home Learning



Our philosophy at Redbridge is that children achieve the best when the child, school and family work in partnership.

- Make sure your child knows WHERE to go to the toilet.
- Make sure your child is wearing underwear to Nursery (no nappies/pull ups).
- Support your child with putting on clothes (pulling up trousers etc.)
- Ensure your child brings in their coat EVERYDAY.
- Talk to your child about their school day.
- Read with your child at bedtime.
- If your child is still using a bottle/dummy at home, please begin to phase this out. This will affect their speech and language development and they will be using cups/milk cartons at Nursery.
- If you walk to Nursery, encourage your child to walk as well (even if it takes longer!)

# Communication



It is our aspiration to become a paperless, eco-friendly school and are thrilled that many of our families are using the Group Call Redbridge App. This is the school's primary form of communication with families so please ensure you have registered in order to keep up to date letters and important dates.

If you would like support setting up your Group Call account please speak to a member of the office staff team who will assist you.

There are many ways to get in touch with our school if you have a query or need any support or advice.

- Talk directly to your child's class teacher after school
- Telephone the school on **0208 551 7429**
- Come in and see a member of the office team at the front reception
- Email our school admin address which is checked daily  
[admin.redbridgeprimary@redbridge.gov.uk](mailto:admin.redbridgeprimary@redbridge.gov.uk)

# Getting ready for Full Time Nursery

## Key Ways to get your child ready for Full Time Nursery:

- Make sure your child can feed themselves.
- Is your child familiar with different foods/textures? Our school policy is a Healthy Packed Lunch with only one treat allowed on Friday's. Please be aware that we are a NUT FREE SCHOOL so food containing nuts will be confiscated.
- Encourage your child to try new fruits/vegetables to prepare them for snack time.
- Support your child with drinking out of a cup, instead of a bottle.
- Can your child use the toilet independently? Are they able to tell us when they need to use the toilet? If not: please use the summer holidays to transition your child into wearing pants (no pull ups or nappies) and to make them familiar with using the toilet.
- Take your child to the park/play centres to get them used to being around other children.
- Talk to your child about nursery to prepare them for September. Show them photos of the nursery to support their transition.