



# Prospectus

Establishing Effective Partnerships with Families

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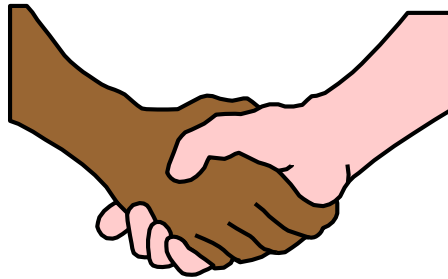
Telephone 01924456771  
Website: [www.flattsnursery.co.uk](http://www.flattsnursery.co.uk)

Welcome to Flatts Nursery School  
Ashworth Green,  
Dewsbury,  
WF13 2SU

Phone no. 01924 456771

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

Headteacher Mrs Andi Gilroy-Sinclair



- Since September 2008 all parents of 3 and 4 year olds are entitled to 15 hours of free nursery education provision per week. Therefore:  
  
The morning Nursery School session will begin at 8.30am and end at 11.30am.  
The afternoon Nursery School session will begin at 12.30pm and end at 3.30pm
- Since April 2013 parents of 2 year olds who meet certain criteria are entitled to 15 hours of free nursery provision per week. This is offered 8.30am to 11.30am or 12.30pm to 3.30pm also.
- The setting also provides additional services - Please ask for the Day-care Enrolment form. Day-care 'Outstanding' Ofsted January 2015.
- **Early Years Pupil Premium** - Since April 2015 the government has funded Nursery School children who are eligible. Please refer to our website for further details. Your details will be requested in order to check eligibility via Kirklees.

# Flatts Nursery School

Flatts Nursery School was purpose built in 1951 to serve the needs of a densely populated area. Narrow streets of back-to-back housing contrasted with large Victorian terraced and detached properties. Time has moved on. The larger Victorian houses are still with us, but the smaller back-to-back housing has been replaced by a council development of neat modern houses, flats and a residential home for the elderly. Consequently, many of our families now come from a wider area and have further to travel.

The nursery school offers 60 places to children of three and four years at both morning and afternoon sessions, thus catering for one hundred and twenty children in the course of each day. English is an additional language for approximately 84% of our children.

All children are members of a pastoral group identified by a colour. Staff in nursery are qualified professionals holding teaching or nursery nursing qualifications or equivalent. Regular in-service training is undertaken by all members of staff in order to keep abreast of current thinking and legislation in the Early Years.

**The organisation** of the school is based on a child-centred, integrated, self-managing approach to education. Child initiated and adult led play activities are seen as vital in facilitating the learning and development of the young child. Resources are freely available in order that children may make choices about their activity thus enabling them to become independent, autonomous learners. Each child is assigned a Key Person.

- The Key Person's role is to help ensure that each child's learning and care is tailored to meet their individual needs.
- Engage with and support parents and/or carers in guiding their child's development at home.
- Assess and Record children's development, their skills, strengths and weaknesses.
- Help families engage with more specialist support if appropriate.

Records on individual children's interests are kept by Key Persons and are freely available to parents / carers who are also encouraged to input into each child's Learning Journey record. A Summative record is sent to the child's Primary School teacher.

The Statutory Framework for The Early Years Foundation Stage curriculum (Birth to 5 years) published 03.03.17 aims to promote the physical, intellectual, linguistic, emotional and social, spiritual, cultural and moral development of the child. In the Nursery we work throughout the Foundation Stage towards Early Learning Goals. These include 3 prime Areas of Learning; Personal, Social and Emotional Development, Communication and Language, and Physical Development. There are also 4 specific areas - Literacy, Mathematics, Understanding the World, Expressive arts and design.

We value parental support, participation and comments. Please feel welcome to approach any member of staff personally. The Nursery School also has a Complaints Procedure Policy.

We have adopted the Kirklees Safeguarding Children Policy and Procedures. The two named Designated Safeguarding Leads are Andi Gilroy-Sinclair - Headteacher and Carol Callaghan - Deputy Day-care Manager. It is the policy of the school to pass on any concerns to Social Services should it be necessary.

After taking advice from the local Police regarding Safeguarding of your children we respectfully request that persons wearing hoodies, motorcycle helmets, the niqab and other items of clothing restricting full identification of the face please remove them when dropping off/collecting children and speaking to staff.

Staff have attended 'Lockdown' training provided by the Local Authority and we wish to make you aware that this is part of our practice for keeping children safe.

Parents of children at Flatts Nursery School will be expected to support the school's online safety policy and will not deliberately post comments or upload any images, sounds or text that could upset or offend any member of the school community or bring the school into disrepute.

## FLATTS NURSERY SCHOOL MISSION STATEMENT

In this setting education is about learners experiencing the joy of discovery through play, talk and first hand sensory experiences. Children will develop their self-confidence as learners and mature socially and emotionally. We will combine high standards with a broad, balanced and rich Early Years Foundation Stage curriculum in an environment which is welcoming, safe and stimulating.

Teaching the children British/Fundamental values is embedded in everything we do.

Learning will be focused on individual children's needs and abilities and we will continue to develop assessment for learning, which enables knowledge about individuals to inform the way they are taught and learn.

All Practitioners will provide personalised learning and care to help children get the best possible start in life and support learners with diverse needs. We will give extra support to the learners that need it most.

We will drive our own improvement, set our own challenging targets and recognise that for the sake of our learners we can always do better.

We will build a partnership with parents by making sure that all families feel included, safe and valued. We will provide information about Early Years Education and weave the setting into the fabric of the local community.

As a member of our local 'Community Hub' the 'Thrive West' cluster of schools work closely in their immediate communities as well as working for the benefit of the Dewsbury area.

The headteacher will put into place effective systems for quality assurance and self evaluation, in order to promote high standards of behaviour by teaching positive behaviour to all learners.

## WHAT ARE THE AIMS OF FLATTS NURSERY SCHOOL?

### Aims:

1. To be an inclusive setting and to put into place the practice in all aspects of our work that ensures that all learners are given equality of opportunity and treated fairly.
2. To promote and achieve high standards for all by providing teaching and learning of the highest quality.
3. To treat learners as individuals and to differentiate teaching and learning to take account of their individual and special needs.
4. We aim to provide outstanding provision to meet learners' physical, cognitive, social, spiritual, moral and cultural needs.
5. We aim to provide outstanding provision to meet learners' care, safeguarding and welfare requirements.
6. To ensure that all learners benefit from a rich, broad, balanced Early Years Foundation Stage curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play.
7. Children's early development and learning is viewed as holistic in nature and all 7 Areas of Learning in the Early Years Foundation Stage are complementary and stand together. These will be central to our work.
8. To enliven and enrich the curriculum by visits, visitors, and extensive use of the environment.
9. To give responsibility to learners and develop their self-confidence by contributing to the community.
10. To make parents and the wider community equal partners with the school and to involve them in the evaluation of its success.
11. To build an ethos marked by a welcoming, friendly, bright and lively, happy place where learners feel secure. A place where good behaviour is expected and where learners enjoy growing up. To make this setting a place of enjoyment where success is celebrated.

We endeavour to meet our stated **aims** by seeing through the eyes of the children and families who use our setting. We regularly canvass their opinions and respond. We regularly monitor and evaluate the effectiveness of the Nursery's work.

The Children Act 2004 set out outcomes that are important to children:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieve economic well-being
- SMSC

## ADMISSION INTO THE FREE EARLY EDUCATION PLACE

To apply for a place at the Nursery School please visit in person so that you can be shown around the provision on offer. If you then wish to register your child you will need to produce his/her birth certificate and fill in a registration form. You will then be contacted the term before your child is due to start and invited to make some visits with your child to help in the settling in process.

### Eligibility

Children are entitled to a free nursery education place the term after their 3<sup>rd</sup> birthday, until they reach compulsory school age, (the term of their 5<sup>th</sup> birthday). Please see the table below.

<b>If the child's 3<sup>rd</sup> birthday falls between:</b>	<b>He or she will become entitled to a free place from:</b>
1 January and 31 March	1 April (or the start of the Summer term)
1 April and 31 August	1 September (or the start of the Autumn term)
1 September and 31 December	1 January (or the start of the Spring term)

### The Entitlement

All 3 and 4-year-olds in England already get 15 hours a week, or 570 hours a year of free early education. If their parents are living and working in England, 3 and 4-year-olds may be entitled to 30 hours free childcare. An extra 570 hours of free childcare a year, so 1140 hours in total. 30 hours free childcare will be available from September 2017.

The eligibility criteria are the same as the ones for Tax-Free Childcare, except you can continue to get these types of support at the same time as 30 hours free childcare:

- tax credits
- Universal Credit
- childcare vouchers or salary sacrifice schemes
- childcare grants and bursaries

When you apply, you will be confirming that you need childcare so that you and your partner, if you have one, can work.

The HMRC website is now up and running for you to check whether or not you and your child fit the necessary criteria and therefore qualify for the 30 hours of free education and childcare per week term-time.

Please visit [www.childcare.tax.service.gov.uk/](http://www.childcare.tax.service.gov.uk/). You will need to enter your surname, date of birth and National Insurance number.

**2 year olds** - From April 2013 free early education is available for 15 hours a week for certain 2 year olds. Please ask.

Since September 2009 the Local Authority introduced a Single Point of Entry to your child's Primary school. This means that all children aged 4 whose date of birth is before 31 August may be admitted into their allotted Reception Class in September. However you may choose to defer your child's entry.

### **Induction policy**

We offer a home visit and visits for you and your child into nursery in the term before your child starts.

The intake of new children may be staggered over the first two weeks of term. This ensures that your child has the best possible chance of settling quickly and happily into nursery life. During your child's first week in nursery we expect you, or a nominated caring adult, to stay with him/ her for the first two days, and for the child to stay on his/ her own from the third day. Session times for this induction period are shortened, usually to a maximum of one and a half hours. The time is then built up gradually according to individual need. In this way we aim to make your child's transition from home to school as easy and enjoyable as possible. We realise that some children do not settle as quickly as others, and if this is the case, we aim to be flexible and to discuss individual needs with you, working out a plan to ensure that your child gets the best possible start to Early Years education.

### **Initial Consultation with Parents**

The first few weeks of your child's time at nursery are a time for settling in and for forming relationships. You will be asked to help the key worker to complete a baseline picture of your child by sharing your child's interests, abilities and achievements with her. This information helps staff to plan appropriately for the child's development, right from the start.

**Admission into the Day-care** is via the Day-care Enrolment form. Please see office staff or the Deputy Day-care Manager, Carol Callaghan.



## **PLANNING**

We are happy to share our planning with you and to answer any questions you may have. All our work for children aged Birth to 4 years 11 months is planned around 7 areas of learning with reference to the Statutory Framework for the Early Years Foundations Stage Curriculum (03.03.17), working towards the Early Learning Goals. There are 3 Prime areas of Learning and 4 Specific areas.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

The learning intentions focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and of others. They should be interpreted in the context of the values agreed by the adults, including the parents, involved with each setting.

### **COMMUNICATION and LANGUAGE**

The learning intentions cover important aspects of language development. Children must be helped to acquire competence in English as soon as possible, making use, where appropriate, of their developing understanding and skills in other languages. The outcomes focus on children's developing competence in listening and attention, understanding and speaking. Other areas of learning also make a vital contribution to the successful development of literacy.

### **PHYSICAL DEVELOPMENT.**

The learning intentions focus on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. They include establishing positive attitudes towards a healthy and active way of life.

### **LITERACY**

Development in Reading and Writing skills provide the foundation for literacy

### **MATHEMATICS**

The learning intentions cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas.

### **UNDERSTANDING THE WORLD.**

The learning intentions focus on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. They provide a foundation for historical, geographical, scientific and technological learning.

### **EXPRESSIVE ARTS and DESIGN.**

The learning intentions focus on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.



## How Children Learn

The characteristics of effective learning are:

**Playing and Exploring  
Creating and thinking critically  
and  
Active learning**

Staff at Flatts Nursery School know that playing and exploring, creating and thinking critically and active learning are powerful mediums for children's learning. Here are some points about all three which we would like to share with you.

### **Playing and Exploring**

PLAY is a child's work and is an essential and rich part of the learning process.

PLAY motivates a child to learn.

PLAY helps to reinforce previous learning.

PLAY develops the all important attitudes of concentration, perseverance and problem solving.

PLAY allows children to be creative and imaginative, to explore and investigate materials, to experiment, to test out what they know.

PLAY allows children to develop new ideas and to interact with adults and peers in order to improve language competence.

PLAY opportunities are structured so as to ensure progression in learning.

PLAY requires the intervention and interaction of teachers and adults - this is why staff observe children at play and ask questions about their play. Staff assess children's learning through play in order to appreciate how

they are maturing, when they have mastered a new idea and when they are ready to make the next step in their development.

### **Creating and thinking critically**

TALK is a natural learning medium.

Staff value the time given to TALK.

By engaging in TALK with peers and interested adults, children come to share and contribute ideas; raise questions; reflect; offer views, ideas and observations; internalise their learning.

TALK is the principle means by which teachers can assess and develop children's learning.

### **Active Learning**

Young children are active learners, naturally curious and inquisitive. They come to school already well versed in exploring the world about them through their senses and by interacting with peers and adults. Children do this every day of their lives. They actively raise questions to satisfy new curiosity and to seek clarification or understanding. Hence all those 'WHY?' questions!

FIRST HAND EXPERIENCES are most effective when new learning is embedded in a context familiar to the young child. From a familiar context, children feel confident to move gently towards the unknown.

Staff at the setting, therefore, plan new learning experiences in contexts which are familiar to the child, sufficiently stimulating to challenge the child but not so difficult that they require dramatic adjustment.

Through such experiences, the child is learning in a very informal way in the natural context of every day situations and with enjoyment. All these opportunities ensure that your child will be ready for their Reception year in their Primary School by the end of their time at our Nursery School.

