

Essex County Council



Tanglewood Nursery School

Melbourne Avenue

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Dear Parents and Carers

Welcome to Tanglewood Nursery School. We hope that the time that you and your child spend with us will be happy and that we can all work together to make sure your child really benefits from nursery education and the care we offer.

Please remember that we are always here to help you and your child. Never be afraid to approach any member of staff if you have a query, but please remember we may occasionally have to ask you to make an appointment if the classroom is busy and you need to talk for any length of time.

We will do our best to keep you fully informed at all times with Tanglewood news and dates but if in doubt just ask. The staff will also give you regular updates to let you know how your child is getting on.

We look forward to working with you and your family.

Deborah Watson
Headteacher

TANGLEWOOD NURSERY SCHOOL

Tanglewood is a Local Authority Nursery School. We are accommodated in a light, airy single-storied building set in pleasant grounds, with outside play areas at the back. An additional building "Little Tanglewood" is at the front of the site. This is a purpose built provision for two year olds. The school has a Speech and Language Centre.

Each classroom has access to an outside play area which we call the outside classroom. This is a very important part of the children's learning and development. Among other things it allows children to gain many physical skills which will lay the foundations for later learning including the physical development required to write. It gives children the opportunity to learn first hand about the natural world and experience other areas of the curriculum on a larger scale. The grounds are partly paved, partly grassed and planted with trees.

The school is regularly used as a training placement for Teachers, Nursery Nurse students and staff on other child related courses. Visitors from other settings also come to observe our practice.

Opening times:

Mornings 9.00am - 12.00 noon

Afternoons 12.45pm - 3.45pm

You can find more information by visiting www.tanglewoodnurseryschool.co.uk or find us on Facebook.

Tanglewood Nursery School

Our Aims

- At Tanglewood Nursery School we aim to have a happy and secure environment for children and adults alike.
- We aim to establish a good working relationship with parents and carers and the wider community.
- We aim to provide a broad and balanced curriculum to enable children to develop socially, emotionally, intellectually, physically, spiritually and morally.
- Through play, the children will be encouraged to become active and independent learners.
- Using the Early Years Foundation Stage Framework (EYFS) and the principles of child led learning we aim to ensure that every member of the school reaches their full potential and is regarded as being of equal worth irrespective of race, age, gender or ability.

Governing Body

The school's Governing Body works together with the staff and Headteacher to provide the best possible environment for teaching and learning within the school. There are several categories of Governors - Parent, Teacher, Non-Teacher, Co-opted and Local Authority Governor. The school's Governing Body meets several times a term.

The Headteacher will always be pleased to discuss any matter concerning your child and will assist whenever possible.

Settling In

Starting Nursery School is a big step not only for your child but also for yourself.

Every child is different and will settle into Tanglewood in their own way.

We will support your child to settle happily so that he or she will gain confidence and develop a positive attitude to school.

Home/School Liaison

We really do understand how precious your child is and we aim to keep you informed of all that happens while your child is at Tanglewood. Each child is assigned a key person. Their role is to ensure that learning and care is tailored to meet individual needs and to build relationships with you as parents/carers so that together we can fully support your children's development at home and school.

To ensure our communication with you is easier, quicker and more efficient we keep you updated using our app service. OurSchoolsApp is a personalised app for our school and it allows us to keep you updated with school information, news, calendar events and contact information. You will be given instructions on how to set up the app once your child starts Tanglewood. Up to date information is also published on our website www.tanglewoodnurseryschool.co.uk and on our Facebook page.

Each term, we also send home a "School Link" letter. This will give you various ideas of things you can do with your child at home.

Each child has a "Learning Journey Book". This is a celebration of their achievements during their time at Tanglewood Nursery School. It contains written observations, photographs, samples of drawings, writing and art work, and documents their experiences, skills, interests and progress within the areas of learning identified in "Development Matters in the Early Years Foundation Stage Curriculum" (EYFS). We would like you to be involved in your child's "Learning Journey" and would appreciate and welcome your comments and observations about your child, for example, what they are doing at home, or their current interests. Your thoughts, photos and observations can be put straight into the book or they can be recorded on a post-it note or piece of paper and given to a member of staff. You are welcome to ask a member of staff if you would like to take your child's Learning Journey home.

If you have any concerns, however small please feel free to approach the Teacher or Nursery Nurse in the classroom, alternatively, pop in and see the Headteacher. More serious concerns may need an appointment.

If a matter cannot be resolved happily, there is a formalised complaints procedure to follow. A copy can be found in the Reception Area.

Partnerships in Learning

We recognise that parents and carers are the child's first and most enduring educators. When parents and carers and practitioners work together in early years settings, the results have a positive impact on the child's development. We believe that a successful partnership needs to be a two-way flow of information, knowledge and expertise. We meet with parents/carers on a termly basis, to discuss your child's progress and share observations we have made. This may be during a consultation evening or arranged at a mutually convenient time.

Collecting your child

Anyone who will be collecting your child should be introduced, in advance, by yourself to the classroom staff. If for any reason you are unable to collect your child at the end of the session, please make sure that the class teacher is told exactly who will be coming in your place. If in the case of an emergency arrangements are changed, please telephone to let us know the full name and relationship to the child of the person who will be collecting. Children should be collected by an adult (18+).

Change of Address or Telephone Number

Please advise the school immediately if you move or change your telephone number, so that we can contact you in case of emergency. ***Please make sure we always have an emergency telephone number.***

Sickness, Medication and First Aid

Absence from school

Please inform the school as soon as possible if your child is absent for any reason. We are required by Ofsted to record and monitor absence.

If your child has a heavy cold, cough, sickness, diarrhoea, or other infection please do not bring them to school.

If your child has sickness and diarrhoea they need to stay at home for 48 hours after the last symptom.

Antibiotics

If your child is prescribed antibiotics they may return to nursery 48 hours after the first dose. It is very important however that your child is well enough to participate and enjoy the session; we therefore ask you to consider this carefully before bringing them back. Please note we are not equipped to administer antibiotics.

Inhalers for asthma may be brought into school once a care plan has been completed with the class teacher.

First Aid - All staff are trained in basic procedures on a regular basis. In addition we have members of staff, who hold current Paediatric First Aid Certificates. We administer simple first aid at school, but will always contact parents if medical attention is considered to be urgent.

Safety

Because the road outside the school is dangerous, there are gates which we keep shut at all times. This can be awkward if someone else is coming up the path, but we ask you to close the main gate after coming through even if others are approaching. Our priority is the children's safety. Please do not let unaccompanied children through the gates.

At the end of each session we ask parents and carers to wait beyond the main security gate until it is released.

Climbing Apparatus

Our outdoor play equipment must only be used by children attending Nursery School during session times. It is used under the supervision of members of staff. It is not to be used by any children, at the start or end of the school session.

One-way system

We operate a one-way system; in through the classroom out through Reception. The security door at the end of the corridor has a door release button. To ensure that the children are kept safe the button is located out of their reach. Please do not let unaccompanied children through the security door. Coming into the nursery the door can only be released by a member of staff.

Car Parking

Poor or illegal car parking can cause a great deal of bad feeling in the local community. Parents and carers must park legally and safely, with due consideration for our neighbours. The Police regularly monitor the area and fines may be issued.

The school car park is for use by members of staff and specified taxis only.

Child Protection

"The welfare of the child is paramount"
(Children Act 1989)

Tanglewood Nursery School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. As with all establishments that care for young children, we are required to follow procedures if we have concerns about either the welfare or safety of the children in our care. Our child protection policy is available in the reception area for your information.

Clothes

Please send your child to Tanglewood in clothes that are suitable for play and messy work. We encourage children to join in all kinds of activities and it can restrict their learning if they are anxious about getting their clothes dirty. We will provide your child with aprons and overalls to keep off the worst of the paint, glue and clay! Please pay special attention to their footwear which should be safe and suitable for running and climbing. Trainers with velcro fasteners, are ideal for encouraging independence. In warm weather *please do not* send your child to school in open-toed sandals, flip flops or jelly shoes. *Unsuitable footwear can easily cause accidents.*

Wellingtons can be kept on the wellie pegs outside your child's classroom to change into whilst playing outside, but shoes are more comfortable for indoors. Please ensure each boot has your child's name in.

Jewellery should not be worn to school. It can be dangerous and is easily lost. Please remove children's earrings for the duration of the session.

In cold weather children will need *named* coats, hats and mittens.

Jogging bottoms, tee shirts and sweatshirts are particularly practical. Trousers that are easy to pull up and down will promote your child's independence when using the toilet.

Should your child have an "accident" we have a small supply of clean clothes. (which we would ask you to wash and return). We can assure you that "accidents" are always handled with sympathy, but please note that tights, trousers with braces, belts and buttons are unsuitable for young children in a rush if going to the toilet has been left to the last minute.

Library

You will see that we have a large range of children's books at Tanglewood. Many of these have been bought through the Private Fund.

Children may choose one book at a time and may swap the book every day if they wish.

We would ask that you encourage your child to take care of the book you borrow.

These books can be kept in a "Book Bag" to keep them clean and dry. Book Bags can be purchased at reception.

Please let us know if a book is damaged or lost so that we can keep our records up to date or repair a book.

Behaviour

At Tanglewood we encourage positive behaviour, which helps to promote self-esteem and confidence.

Our aim is to provide opportunities for your child to try things out and to make choices.

Children need to be encouraged to make decisions and to come to understand the consequences of their decision making.

Never forget that your child will only have one childhood!

Enjoy it together!

Private Fund

Private Fund enables us to provide the children with a healthy snack as well as allowing us to further enhance resources.

We think snack is a very important part of the session. It offers children a valuable learning experience as they share, take turns, follow instructions and learn about personal hygiene, eg washing their hands before eating. The children are offered a wide selection of fresh fruit, vegetables and breads on a daily basis. Milk or water is offered as a drink. Children are welcome to eat as much as they wish.

We are able to cover most dietary needs but please give us a copy of any medical diet to which your child must adhere.

Private Fund money is also used to buy ingredients so that the children can enjoy cooking as a whole class or in small groups as well as ingredients for our messy play activities such as playdough, slime, cornflour or shaving foam. These activities are vital for children's sensory and fine motor skills which all need to develop before a child learns to write and are used in nursery on a daily basis.

We value your contribution of **80p per day** to the Private Fund. This can be paid weekly, half termly or termly and is refundable on days your child does not attend.

Payments can be made by cash, cheque or BACS. Details are available from the office upon request.

Drinking Water

We know that children need regular access to drinking water, as research shows that this improves children's concentration and learning. We would ask you to provide your child with a sports drinking bottle filled with water and left so that your child can have a drink when they need one. Juice not only encourages the children to 'share' drinks (and germs), but in the Summer can attract insects. The drinking bottle should go home at the end of each session to be washed.

Curriculum

The school's aims can be found at the beginning of this pack.

We know that you have already achieved a lot of valuable learning with your child before they arrive at Tanglewood.

The emphasis of good nursery practice is in the doing, not the end result. All our activities have sound educational purposes behind them. Should your child present you with a piece of work which to your adult eye needs explanation, please value it and treat it with respect. Your child will have concentrated for a span of time to produce this effort. If you cannot see the learning in your child's work please ask a member of staff to explain - they will be delighted to tell you.

During the time your child is at Tanglewood you should see marked changes in their ability to:

1. Make friends
2. Become more independent
3. Concentrate
4. Share
5. Listen
6. Help other children
7. Develop early reading, writing and number skills
8. Develop physical skills - both body movements and small manipulative abilities
9. Choose to undertake activities and complete tasks

We are here to provide many opportunities for your child to develop emotionally, morally, intellectually, physically and spiritually.

Nurture Groups

There may be occasions when children are offered the opportunity to join a smaller group to build their self-esteem, confidence and enhance their attention and listening skills. We call this a nurture group. The nurture groups can also benefit children with emotional, behavioural and physical challenges.

At Tanglewood Nursery School we follow the areas of Learning and Development identified in Development Matters in the Early Years Foundation Stage (EYFS). The areas are divided into 'Prime' and 'Specific'. 'Prime' areas are fundamental throughout the EYFS, they run through and support learning in all other areas, 'Specific' areas include essential skills and knowledge.

Prime Areas:

Personal, Social and Emotional Development

This area of development is critical for children in every aspect of their lives. It enables them to succeed in all the other areas of learning. Experiences are provided which lead to the development of a positive sense of self, emotional well-being, respect for others and social competence. Children develop a sense of belonging in a secure environment where they can gain confidence and learn to be independent.

They begin to identify different kinds of relationships with adults and other children. They begin to share, co-operate and make friends.

Children learn best through interesting activities which they enjoy, can control and which offer success. In this way they remain motivated to carry on learning and respond positively to given and self-chosen challenges. A happy child is a happy learner.

Physical Development

Children are encouraged and supported to use a range of equipment safely, and exercise indoors and outside in order to develop gross motor skills. They gain confidence from improving their ability to climb, balance and move with control, and from learning games skills such as throwing and catching.

From starting with finger painting on paper, children improve their fine motor skills by being exposed to a range of implements including simple tools and the computer keyboard and mouse. An assortment of toys and equipment have been chosen to help promote the acquisition of manual dexterity and control as well as hand-eye co-ordination.

Children are encouraged to think about healthy lifestyles; they may prepare their own snack, and make healthy choices in relation to food.

Communication and Language

The main focus in this area of the curriculum is on the development of speaking, listening, attention and concentration. The adults in each classroom respond to children's individual needs, encouraging vocabulary and fluency. Attention and listening improve as we play sound games using music and voice.

Specific areas:

Literacy

Through a range of play opportunities children begin to see the need to write as a form of communication. They are then supported in the development of the skills

required. Storytime provides us with a rich creative environment upon which to build an understanding of story structure and characterisation. Children are encouraged to share books and a love of stories, as well as using them as a resource to find out more about the world around them.

Mathematics

At Tanglewood we aim to give all children a wide variety of mathematical experiences. Through songs, stories, imaginative play, games, block building, sand, water, technology and art, they will use mathematical language and build mathematical concepts using them to solve practical problems. While playing indoors and outdoors children will become familiar with counting, sorting, matching, observing patterns, making connections, recognising relationships and working with numbers, shapes, space and measure. Through play, they will develop the confidence to experiment with ideas and apply their mathematical knowledge to everyday situations.

Understanding the World

Children will have opportunities to talk about past and present events in their own lives and in the lives of family members. They will learn to respect others, acknowledging and celebrating differences, and gaining knowledge of their own culture and those of others.

Children will have opportunities to talk about the features of their own immediate environment and how environments vary from one another. They will begin to make observations of animals and plants and explain why some things occur, and talk about changes.

Children will recognise that a range of technology is used in places such as homes and schools. They will be able to select and use technology for particular purposes e.g. using a camera to take a photo of a friend.

Expressive Arts and Design

At Tanglewood we encourage children to develop their creative and imaginative skills by providing opportunities to explore a wide range of materials and processes to stimulate their tactile and sensory responses. They are encouraged to represent their own ideas, thoughts and feelings through art, music, design and technology, dance, role-play and stories.

We provide areas equipped to encourage children to explore colour, shape, texture and pattern; musical instruments, sounds and rhythm; imaginative role play through stories, songs and home experiences.

We believe that all areas are inter-linked and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities

Special Educational Needs

We are committed to providing a fully inclusive learning environment at Tanglewood, and we encourage all children, whatever their needs, to participate in activities and to achieve their potential.

Our skilled and experienced SEN team support children with additional needs in developing attention and listening, speech and communication, early learning, social relationships, physical skills and independence.

Our Nurture Group provides some children with the opportunity to participate in small group activities that have been carefully planned to meet specific needs. This helps to build confidence and social skills such as turn-taking within a structured and predictable routine. Additional support may also be available in the classroom, or through the speech and language team.

We work very closely with parents and value greatly your involvement in your child's learning and development. We are keen to work closely with you, to share information and ideas, and to discuss progress and next steps in your child's learning journey. We see this as a vital part of ensuring that your child achieves their very best.

If you have any questions or concerns, please do not hesitate to discuss these with your child's key person.

Enhanced Provision

The Speech and Language Centre (Rainbow Room) provides intensive speech and language therapy for children having been identified as having severe and specific difficulties in this area of development.

The children who attend Rainbow Room spend the majority of their session in the mainstream classroom (Yellow Room) but have the opportunity to work in small groups individually supported by Speech and Language Therapists and a dedicated Learning Support Assistant. We believe this combination of access to Speech and Language Therapy and the rich learning environment of the mainstream classroom, provides the best opportunity for the children to develop their communication skills.

"Just Playing" - The Importance of Play

Adam put his hand in the water. Lifting his hand up in front of him he watched, fascinated, as the water trickled down his arm.

Does it matter that Adam is getting wet as he observes the natural qualities of water first hand?

Sarah standing watching a group of children building with bricks, wandered to the painting area and watched another child paint. She then went to the sand tray and began to play there.

Is she wandering aimlessly, or making a considered choice?

Callum stands on a long brick, balanced on a cylinder brick. He falls over and tries again - this time with two cylinders. He doesn't fall this time.

Just playing with the bricks, or learning something about 3D shapes and balance?

Ittisham got very messy making circles in paint spread on the table top. First he used his whole hand, then individual fingers.

Was he making his first steps towards writing?

Meliqua spends a long time at the computer moving shapes around the screen.

Is she developing mouse skills and something about geometry, as well as perseverance and concentration?

Me Ling made a long two colour necklace - two blue, two yellow, two blue and so on. She proudly wore it with the rest of her dressing up clothes.

Has she applied her early mathematical knowledge of algebra by seeing and creating a repeating pattern - or playing 'dress up'?

Jonathon painted one hand yellow and the other red. After printing both on the paper he put his hands together. In a surprised voice he said "orange!"

Is he discovering colour mixing all by himself?

Children learn most effectively through their own play.

