

Together from the Start



Nursery School

Prospectus

2017 - 2018

Together we will make a Difference



Outstanding!

Outstanding Teaching is underpinned by an excellent understanding of how children learn.'

'Their vision of maintaining the strong educational principles of a nursery school within an integrated centre with families at its heart is what makes Highfield such a special place.'

Ofsted 2014 - Highfield Nursery School

Full Ofsted reports are available to all parents/carers on our own website at <http://highfieldnurseryschoolchorley.co.uk/>





Dear Parent/Carer

Starting Nursery is an important stage in both your child's life and your own.

This prospectus provides you with a snapshot of what we have to offer at Highfield Nursery School.

Highfield Nursery School has been at the heart of the community for more than seventy years. Generations of families have attended the Nursery School and recall their time at Highfield as being a happy one.

It is our belief that children have the maximum chances of success if school and home work closely together. So if having read this brochure you still feel that there are details you would like to discuss, we will be pleased to talk with you.

I trust that you will find the information in this prospectus useful and that you will become interested in finding out about the wider support, information and advice available for you.

For up to date news and information please take a look at our website.

We look forward to a successful partnership with you both now and in the future.


Yours faithfully

Sue Conron

Sue Conron
Headteacher

Our Vision & Key Principles

Together from the Start




Nursery School

Vision & Key Principles

Together we will make a difference.

Together from the Start

To support our work with children and families everyone at




Nursery School
is committed to

- Showing respect for diversity
- Promoting equality of opportunity
- Genuinely listening to and learning from each other
- Involving children and families
- Providing the best possible outcomes for all
- Being responsive and flexible to individual's needs

Together we will make a difference

Together from the Start

The desire to implement a vision that will engage individuals and ensure each individual is given the opportunity to develop and make progress in all areas of learning and in life




Nursery School

Self-esteem	Direction	Praise
Learning	Encouragement	Trust
Enjoyment	Effort	Friendship
Respect	Fairness	Co-operation
Confidence	Harmony	Flexibility
Achievement	Happiness	Non judgemental

Together we will make a difference

Together from the Start

A vision which commits us to making



Nursery School
a place where everyone matters
A place at the heart of the community where people

- Learn & develop
- Get involved in decisions which affect them & their community
- Travel easily & safely
- Lead healthy lives
- Enjoy a high quality environment
- Feel safe
- Work & prosper
- Get help if they need it

Together we will make a difference

Our Vision & Key Principles

The happiness, well-being and education of your child is of great importance to us all.

Children are encouraged to join in a wide variety of active, challenging learning experiences, develop positive relationships and enjoy learning.

Everyone involved in the education and care of children is encouraged to develop His or her academic and creative potential and provide opportunities for children to think, question, reflect, discuss and evaluate.

Parents/Carers are partners in all aspects of their child's development. Parental/ carer involvement in our sessions is positively encouraged and all parents/carers are welcome to contact and visit the Setting as they wish.

We aim to encourage 'lifelong learning' opportunities for all, demonstrating respect and acceptance for all cultures and faiths within the local and wider communities.



Keeping Safe and Protected

Young children are vulnerable. They develop resilience when their physical & psychological well-being is protected by adults. The safeguarding and welfare requirements (Statutory Framework for the Early Years Foundation Stage 2012) cover the steps that providers must take to keep children safe and promote their welfare.

Safeguarding and Child Protection Policy



At Highfield Nursery School we have an effective child protection policy which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.

Safeguarding in Lancashire is now a wider agenda and does not solely focus on **those children and young people in the traditional 'Child Protection System'**.

Everyone at Highfield Nursery School recognises that safeguarding and promoting the welfare of children is shared responsibility which requires respective joint working and partnership between all agencies, professionals, children and young people, parents and carers and members of the wider community.

The safeguarding agenda is a complex and challenging one, but the outcome we are aiming for remains simple: children and young people are kept safe.

All practitioners adhere to one policy and one consistent set of procedures, improving the safeguarding of children, families and practitioners.

All staff are confident and knowledgeable to implement Safeguarding Policies and Procedure in all areas of practice ensuring children/young people and families are aware of their safeguarding responsibilities.

Our policy also makes explicit the nursery's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals are handled sensitively, professionally in ways which prioritise the needs of the child.

Here at Highfield Nursery School -

'We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults, helps all children, and especially those at risk of 'suffering abuse'.

Highfield Nursery School

Highfield Nursery School was built in 1943 to care for children whose parents/carers were working in the munitions factory in Euxton.

A majority of children, young people and families living in the surrounding areas are of White British heritage. Other families accessing services at the School and Centre are of Eastern European, Italian, Portuguese, Chinese and Asian heritage.

12 languages are spoken in the setting .

The Setting actively promotes inclusion and children with identified additional needs are admitted in line with the admissions policy set by the Local Authority.

Multi-Agency professional partners deliver a range of services to children and young people from the Setting.

The focus of our work centres around positive outcomes for children and families.

We believe in involving and supporting individuals in order that they will grow to be happy, healthy, achieve their personal goals and make a positive contribution to the community in which they live.

**Together from
the Start.
Together we
will make a
Difference.**



Inclusion

Highfield Nursery School believes that every child has an entitlement to develop to their **full potential. We provide educational experiences which develop children's achievements** and recognise their individuality. Diversity is valued as a rich resource which supports the **learning of all. In our Nursery School, we recognise a child's right to a broad, balanced,** relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

The SENCO is Natalie Buksh (Assistant Headteacher)

Email: natalie@highfield-nur.lancs.sch.uk

The SENCO has day-to-day responsibility for the operation of the SEN policy and ensuring specific provision is made to support individual pupils with SEN, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

At Highfield Nursery School we deliver a range of interventions to support children and help them progress within their learning. We work very closely with multi-agencies, for example Speech and Language, Physio Therapist, Inclusion Teacher etc.

- Early Talk Boost– is a speech and language intervention for children aged 3-4
- Chattering Chimps– is a speech and language intervention for children aged 2-3
- Implement advices from agencies during 1-1 and small groups.

If you would like to know more information regarding Inclusion then please refer to our SEN Information Report. A copy is available on request, alternatively it can be found on our website:

<http://highfieldnurseryschoolchorley.co.uk/inclusion>



Fundamental British Values

The school ensures the children have respect for all by supporting them to develop a positive sense of themselves. This helps them to feel confident to speak up, be heard and have their opinions valued. Children also need to begin to understand that their way of life may be different from others but that it is still valuable and that it is possible for everyone to live together peacefully, each of them a valuable part of our multi-cultural world. By teaching children these British Values from a young age it builds a firm foundation for them to grow into well rounded adults and help to develop an accepting, tolerant society.

The fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance are already embedded in the Early Years Foundation Stage and are promoted throughout our daily practice.

Democracy—We ensure children are given lots of opportunities to develop their self-confidence and self-awareness, make choices and decisions about what they want to explore and how they are going to use the resources they have chosen.

Rule of law— We support and teach children as they learn right from wrong, support managing their feelings and behaviour and how to deal with consequences. We encourage children to learn about rules and boundaries and why we have them in place.

Individual liberty-We support children as they develop their self-confidence and self-awareness. We provide lots of opportunities for them to pursue their own interests and make choices. We support them to become independent and resilient.

Mutual respect and tolerance-We are very fortunate to have such a wide range of different cultures, faiths and traditions. We celebrate this with the children giving them lots of opportunities to learn about their community and the world around them.

Religious & Inclusive Practice

The School/Centre is non-denominational and though mostly Christian in character, fully acknowledges the multi-cultural/multi-faith society in which we live.

We embrace an all-**inclusive ethos within the setting's environment, and welcome** parents/carers input to ensure that this practice takes place.

Parents/carers who may wish to exercise their right to withdraw their child from religious songs or activities, e.g. carols at Christmas or birthday celebrations are requested to speak to a member of staff. Arrangements will be made to accompany children to a specific play area, where other activities will be provided.



Christian



Hindu



Islamic



Judaic



Sikh



Buddhist

Highfield Nursery School

The Nursery School is funded by the Local Authority and is managed by a Governing Body. The service runs term time only, for 38 weeks of the year.

Children from the age of 2 years to 4 years will be registered with the Nursery School.

The term after the child is 3, they are entitled to 15 hours of free education per week for 38 weeks a year. Some children are eligible for 15 hours Free Education the term after they are 2 years old.

Traditionally, children have accessed this free entitlement as five mornings or five afternoon sessions per week. However there is a flexible approach to the access to sessions.

Wrap Around Care

Full day care is offered by the Nursery School, places are available for children between the age range 2 years to 5 years. Wrap around care is available term-time from 7.30-6.00 daily.

Wrap Around Care is fully integrated within Highfield Nursery School, all the children play and learn together .

Prices are available on request.

Extended Sessions

Highfield Nursery School offers

Extended Sessions :

Breakfast Club 07:30 - 09:00

Lunch Club 12:00 - 12:30

After School Club 15:30 - 18:00

Prices are available on request.

These sessions cater for children between the age range 2 years to 8 years plus.

Holiday Club

Holiday Club is operated by Highfield Nursery School throughout the holiday periods for children aged 2 years to 8 years plus.

Children of a variety of age ranges share the exciting, challenging and spacious environment.

Holiday Club offers invaluable support to families throughout holiday periods.

Prices are available on request.



Statutory Framework for the

The Head Teacher, Assistant Heads & Nursery Teachers each have a degree Teaching, they are fully qualified teachers. They are passionate about learning and teaching and offer a rich curriculum for the children.

Each Teachers leads a team of Early Years Practitioners who support the delivery of a range of exciting learning experiences. The majority of our practitioners are qualified to at least level 3 early years qualification.

Teachers work with Early Years Practitioners and use observations of children, and **children's own interests, to inform future plans which support children's learning and achievement.**

All of the Early Years Practitioners have gained a Level 3 NVO in Childcare, Learning and Development. Some Early Years Practitioners have a Level 4 or 5 qualification in Childcare, Learning and Development and Play work.

Overarching Principles

Four Guiding Principles and the Characteristics of Effective Learning shape the practice of all Teachers and Early Years Practitioners in Highfield Nursery School & **Children's Centre:**

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. The **unique child** reaches out to relate to people and things. The ways in which the child engages with other people and their environment through the Characteristics of Effective Learning, which move through all areas of learning - **playing and exploring, active learning, creating and thinking critically** - underpins learning and development across all areas and supports the child to remain an effective and motivated learner.

- **Children learn to be strong and independent through positive relationships.**

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents /carers.

- **Children develop and learn in different ways and at different rates**, the framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.



Working in Partnership with Parents/Carers

Every child deserves the best possible start in life and the appropriate support that enables them **to fulfil their potential. Children develop quickly in the early years and a child's experiences** between birth and age five have a major impact on their future life chances.

A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning, together provide the foundation children need to make the most of their abilities and talents as they grow up.

Practitioners utilise the Early Years Foundation Stage Curriculum which is made up of seven areas of learning and development.

Please access the Parents Guide to the Early Years Foundation Stage Framework on the website www.highfieldnurseryschoolchorley.co.uk or ask for a copy at Reception.

All areas of learning and development are important and inter-connected. Three areas are **particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building** their capacity to learn, form relationships and thrive.

These three Prime Areas of learning are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Children's learning is supported in four Specific Areas, through which the three Prime Areas are strengthened and applied.

The Specific Areas are:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**



Play comes naturally and spontaneously to children. Here at Highfield Nursery School & Children's Centre children are very fortunate to have plenty of space and time to play, both outdoors and indoors.

The Nursery environment is a place where children feel confident, are willing to try things out and know that their effort is acknowledged and valued.

The Setting provides a safe, secure and yet challenging space for children. The space is planned and organised in such a way that children can easily access quality resources, make choices and develop friendships.

Being outdoors offers opportunities for playing in different ways and on different scales than when indoors. Our outdoor environment offers children freedom to explore, use their senses, and be physically active.

Meet the Staff and Governors

Headteacher:	Susan Conron <i>BEd (Hons) NPQH</i>
Assistant Headteacher:	Louise Cheetham BA (Hons)
Assistant Headteacher:	Natalie Buksh
Nursery Teacher:	Holly Raw
HLTA Level 5:	Karen Singleton
Early Years Practitioners Level 3:	Claire Murray Dawn Mathews Christy Burgess Joanne Halligan Elvira Snalam Vicky Hamzaoui Lindsey Cross
School Business Manager:	Joanna Murphy
Business Support Apprentice:	Bethany Nicholson
Site Supervisor:	Bill Smith

Can you represent the views of parents/carers accessing services and living in the community? The work is entirely voluntary, undertaken with a commitment to provide the best possible access to early years education & child care and specialist support where needed.

Please speak to a member of staff we would welcome you on board!

Governing Body

Councillor Alistair Morwood
(Chair of Governors)

Susan Conron
(Headteacher)

Natalie Buksh
(Assistant Headteacher)

Claire Murray
Karen Singleton
Rachel Moulton
Reka Simon-Toth
Karen Stephens
Helen Hull

Forest School

Forest School developed in the mid 90's to support Early Years education through providing activities in the natural world that promote learning and personal development.

“Forest School is an inspirational process that offers ALL learners regular opportunities to achieve, develop confidence and self-esteem, through hands-on learning experiences in a woodland or natural environment with trees.”

Forest School Association and Forest Education Network

Our Forest School aims to enhance the children's learning and development in the outdoor environment. We will provide opportunities for the children to engage with nature, learn new skills and discover the world through outdoor play. The learning will be child led with the Forest School leaders acting as facilitators. Forest school has a holistic approach to child development having an overall positive impact on the children.

How our Forest School supports the EYFS:

Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Our Forest School offers a safe and supportive environment in which children develop physically and emotionally through co-operative activities and play. Sessions take place all year round so children can experience seasonal change and learn to be resilient in cold and wet weather. Forest School is child led allowing children to build confidence by informing decisions and trying new things.

Positive Relationship's – Children learn to be strong and independent through positive relationships. Games, practical tasks and sensory activities help children develop personally and socially. Self-confidence and communication skills increase as children work with and look out for others. Children often initiate ideas about how the woodland space can be transformed and invite others to join in. New opportunities for imaginative and creative play arise as the space changes with the weather and seasons e.g. logs are transformed into animals, buses and bridges. Children are aware of their independence, being responsible for helping to carry any resources and choosing and serving themselves at snack/mealtimes.

Enabling Environments – Children learn and develop well in enabling environments. Being **in the woods or forest area helps children to understand the world they live in, whether it's the natural world around them or their relationships with others.** The woodland environment **provides opportunities to be near others or be away from a group. There's room for energetic activity and quiet spaces.** Eating around the fire can have a relaxing and calming effect. Leaders act as role models to encourage positive behaviour. Woodland activities can also provide a backdrop for informal learning e.g. making/describing shapes, collecting, grouping and counting things, shelter/den building, learning about wildlife etc.. Children can explore their creativity using natural materials e.g. woodland art, mud painting.

Learning and Development – Children learn and develop in different ways and at different rates. Forest School aims to create a positive environment where all learners feel valued. Leaders set tasks that can be achieved at a range of levels. This helps children achieve whilst progressing at their own rate. Forest School sessions allow learners to actively explore and experience things on their own terms, to self-motivate and problem solve as identified in the Characteristics of Effective Learning.





CONTACT US

Highfield Nursery School
Wright Street, Chorley, Lancashire PR6 0SL

Tel 01257 262556
or email us at bursar@highfield-nur.lancs.sch.uk

For up to date news and information visit our website
www.highfieldnurseryschoolchorley.co.uk

Follow us on Facebook

