

Milwards EYFS Nursery and Reception Handbook.

Acorns and Little Acorns



Welcome to Milwards EYFS



Starting Nursery and Reception is a big step in your child's life, and we hope this goes as smoothly as possible.

This booklet aims to give you information which may be useful to help to support your child as they start.

Staff:

- **Mr Michael Doughty** - Head Teacher
- **Mrs. Sam Lambert** - EYFS Teacher & Assistant Head
- **Mrs. Joanne Webb** - Learning Support Assistant
- **Mrs Michelle Kent** - Learning Support Assistant
- **Mrs Gina Jordan** - Learning Support Assistant
- **Mrs Lissy Nixon** - School SENCo

There are often other adults working in our class such as 1:1's for children with additional needs or students who can be a valuable resource.



Timings

In **Nursery**, we can have a maximum of 26 children in each session.

The times of the sessions are:

- Morning session 8.45am - 11.45am
- Afternoon session 12.15pm - 3.15pm

We offer both 15 hour and 30 hour funding.

Additional sessions can be purchased if booked in advance and if we have availability.

The nursery will be closed the last 1/2 day of each term – Autumn (December), Spring (Easter) and Summer (July).

In **Reception** there can be up to 30 children and the time of the session is:

- 8.45 – 3.15 although the doors are open from 8.40.

Starting EYFS at Milwards

After being offered a place you and your child will have a twenty minute home visit with two members of our team. This is to allow us to get to know you and your child. You can share any concern or worries that you may have. This will be arranged with you at a time convenient. ***Your child cannot start with us until this has happened.*** We also ask that you fill in “All about you” section on Tapestry in order for us to have more information about your child to aid with their transition.



If your child is starting Nursery, they will attend nursery in a small group for an hour the first day with you to enable him/her and the staff to spend time getting to know each other. Your child can then start the following day for the whole session.

If your child is starting Reception, we will offer some stay and play sessions in the summer term and then they will stay for a morning session without you. In September we will stagger their induction to allow a smooth and calm transition for your child. Some children will settle more quickly than others, so we adopt a flexible approach during this time.

It is very important for you to try to have a positive approach during these early days and although you may feel apprehensive, please be reassured that every attempt will be made by the staff to help your child to become settled. We will always ring you if your child is distressed for prolonged periods of time.

What your child will need

Suitable clothing

Nursery: Blue or black tracksuit bottoms or leggings with a white shirt or polo shirt. They should wear a blue cardigan, jumper or fleece. In the warmer weather, children can wear a blue summer dress or shorts.

Reception: Your child needs to wear grey skirt/pinafore or trousers with a white shirt or polo shirt. They should wear a blue cardigan, jumper or fleece. In the warmer weather, children can wear a blue summer dress or shorts.

Children who need their clothes changed will be encouraged to dress and undress independently, so try to avoid clothes with tricky buttons and laces.

Please **do not** spend lots of money on uniform as we have lots of messy activities on offer.

All children will need a spare set of clothes to keep on their peg in case of accidents.

PLEASE PUT NAMES IN EVERYTHING!



Shoes

Your child needs to wear shoes that offer some protection and are comfortable. Try to avoid long boots, as it is difficult to sit cross-legged when wearing them.

For a large part of the year wellington boots are worn when playing outside so it is important for your child to wear shoes that can be taken off and put on independently. We recommend shoes which fasten with Velcro. Your child will need a pair of wellington boots that stay in school during the week. It is not appropriate for children to wear wellington boots while inside.



Dressing for the cold weather

The children have the opportunity to play outside everyday even when it is cold and raining. The door to the garden is left open for most of the session so the children can move between the indoors and the garden independently. This means that during the colder weather, the rooms are cool, and so it is very important that you dress your child appropriately. We recommend the school fleece be worn during these months as it is warm and comfortable, can be worn both inside and out, and is easily washed and dried. In addition to a fleece, your child must bring a warm coat to school each day. They will also need gloves and a hat.



Dressing for warmer weather

During the summer months remember to provide a hat and dress your child in clothes which protect against sunburn. Please put sun cream on your child before they come to school, they are not allowed to bring it in to school.

Dressing for P.E

Your child will do P.E each week and will need a P.E kit. We will inform you which days this will happen and your child should come to school in the appropriate kit on the given day. The kit should comprise of a pair of black shorts with an elasticated waist and a loose/baggy white T-shirt that your child can put on and take off independently. PE will take place outside for parts of the year so we will ask that your child has a tracksuit in either Blue or black and some plimsols.

Please take the time to label all of your child's P.E kit with their name.



Food

Snacks

We have fruit, cereal and bagels on offer for your child whilst they are in school, plus we offer water and milk. **Please advise us of any allergies your child has and keep us updated on them** as often with young children these can change over time.



Lunch time - You can choose to have a packed lunch or a school meal which is cooked freshly on site each day. You order these through Scopay. (You will receive details for this when your child is on role. You can choose which days you would like school meals and which days you would like a packed lunch. Here is a sample menu for you to see the kinds of food we offer.

Week 1 Monday	Tuesday	Wednesday	Thursday	Friday
A-Tomato Spaghetti and Meatballs	A-Mince Beef , Onion Pie and Mash with Peas/ Beans	A-Roast Chicken With Potatoes Vegetables and Yorkshire	A-Omega 3 fillet of Fish with Chips, Peas/Beans	A-Lasagne with Garlic Bread
B-Tomato Spaghetti and Vegetarian Meatballs	B-Cheese, Potato, Onion Pie and Mash with Peas/ Beans	B-Cheese Whirl with Roast Potatoes, vegetables and Yorkshire		B-Vegetable Lasagne with Garlic Bread
C-Jacket Potato	C-Jacket Potato	C-Jacket Potato	C-Jacket Potato	C-Jacket Potato
M-Ham Wrap	M-Ham Wrap	M-Ham Wrap	M-Ham Wrap	M-Ham Wrap
R-Cheese Wrap	R-Cheese Wrap	R-Cheese Wrap	R-Cheese Wrap	R- Cheese Wrap
Week 2 Monday	Tuesday	Wednesday	Thursday	Friday
A-Pasta Bake and Garlic Bread	A- Chicken Korma with Rice	A-Roast Gammon with Potatoes, Vegetables and Yorkshire	A-Sausage and Chips with Peas/ Beans	A-Ham and Pineapple Pizza
	B-Quorn Korma with Rice	B-Cheese Whirl with Roast Potatoes, Vegetables and Yorkshire	B-Vegetarian Sausage and Chips with Peas/Beans	B-Cheese and Tomato Pizza
C-Jacket Potato	C-Jacket Potato	C-Jacket Potato	C-Jacket Potato	C-Jacket Potato
M-Ham Wrap	M-Ham Wrap	M-Ham Wrap	M-Ham Wrap	M-Ham Wrap
R-Cheese Wrap	R-Cheese Wrap	R-Cheese Wrap	R-Cheese Wrap	R-Cheese Wrap

Available daily* wholemeal bread, Plain pasta or Rice*Salad bar contains Cheese, Tuna, Eggs, Sweet corn , Carrot sticks, Tomatoes, Cucumber, Coleslaw*Fresh Fruit and Yogurts *Milk and Water

Cooking

Your child will take part in lots of different cooking activities in school. Some of these they will bring home to share with their families and other times we will eat it in school.

Reading

In **Nursery** your child will choose and bring home a book to share with you and return the following week. Strong, waterproof book-bags with the school logo on are available from Top Form in the Stow or through their website. If a book is lost or damaged a contribution would be appreciated.

In **Reception** your child will have a daily reading book which again will come home to share with you. This needs to be in school daily. Your child will come home with a tick sheet for you to fill in any time you share a book at home. Your child will receive certificates in assembly for these.

We visit the local library every three to four weeks so your child will need a backpack to carry their books in.



Parent consultations

Formal parent consultations are held throughout the year. These are opportunities to discuss your child's progress and share observations both you and the early years staff have made about your child. However, staff are available at the beginning and end of each session to discuss any concerns and share information about your child.

When your child leaves Milwards EYFS a formal report will be written for them.

Assessment

A record of your child's progress and achievements is recorded in an online system called Tapestry. The beauty of Tapestry is that parents can access their child's learning journal at any time and can see what they have been up to during their time at school. This helps staff to reassure parents that their children are settling during the settling period and once settled, they are having fun and making progress with their development. There is an app you can download for this. We will email you a link once we have registered you and your child.

Your child's records will be made available for you to see once you have signed the necessary forms. Please feel free to add on any pictures or videos of your child to share with us. There is also a section on here that we ask you to fill in about your child **before** they start.

Trips

Throughout the year we go for walks around the local area and have regular visits to the local library. We visit the pantomime at Christmas, and we have other trips which involve us going on a coach. In the past, they have been to forests, parks, zoos, castle and to the beach. These trips are an important part of the curriculum and all children are expected to attend. There is usually a cost for these trips, however if you need support with finance please come and speak to us so we can arrange a suitable payment plan with you.



Absence

If your child is not in [illness or other reason], please telephone the School Office by 9am

01279 435850 or email welfare@milwards.essex.sch.uk

Holidays

Applications from parents of children within Early Years will be considered in exactly the same way as for any child throughout the school, even if the child is not of statutory school age. Good attendance promotes good outcomes and enrolling your child at Milwards requires a commitment to bringing your child regularly and on time to school. Term time leave means that at all stages of their development, children will incur gaps in their knowledge.

Parent involvement

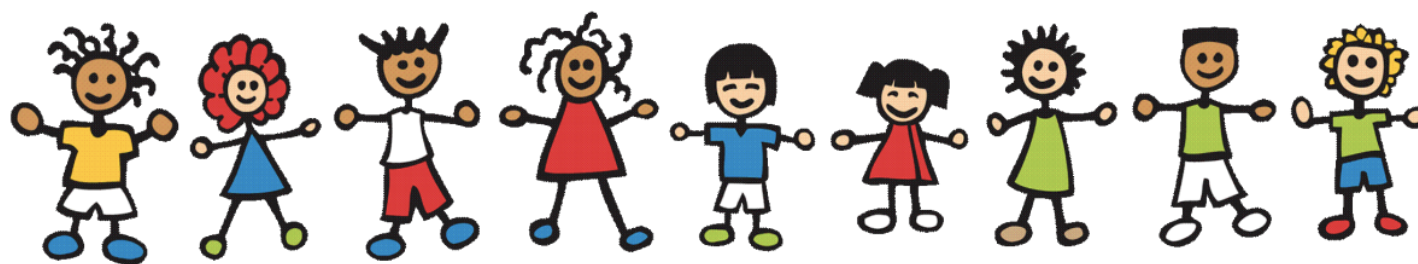
We will run parent workshops throughout the year that you will be invited to attend.

Once your child is settled you will be also be invited to stay and play on a given morning from 8.45 until 9.30. You can come every week or just as and when it is appropriate for you. We will let you know when this can start.

Toileting

We expect that all children starting in our school are toilet trained, however we do understand that children arrive at different stages in their development particularly in Nursery and Reception and that some children may still be in nappies or trainer pants. We expect all parents to work with us towards toilet training their child, unless there are any medical or developmental reasons why this would be inappropriate.

The EYFS Curriculum



The Early Years Foundation Stage [EYFS] covers children aged birth to 5 years. In school, the period of education from the age of 3 [nursery] to the end of the reception year, is referred to as the Foundation Stage.

The principles of which guide the work of practice in Foundation Stage are grouped into 4 themes:

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 and all areas of Learning and Development are equally important and inter-connected.

Linked to these principles are the three prime and four specific areas of learning (SAL)

Prime 1. *Communication and language development* which involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Prime 2. *Physical development* which involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Prime 3. *Personal, social and emotional development* which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

SAL 1. *Literacy development* which involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

SAL 2. *Mathematics* which involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

SAL 3. *Understanding the world* which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

SAL 4. *Expressive arts and design* which involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Within these 7 areas there are Early Learning Goals. These goals set out what is expected for most children by the end of the reception year. Some children will go beyond them in some areas and some may need extra help to achieve them.



How Will Your Child Learn?

During the foundation stage, these areas of learning will be introduced in ways that are suitable for young children, mainly through play and hands on experiences. As a school, we have a curriculum that is literature based and has a mastery approach. Our school drivers are Awe, Ambition and Citizenship.

Adults in the EYFS will build on children's existing skills, interests, abilities and experiences in order to help them learn. Children will have age appropriate guided carpet sessions to include all areas of the curriculum with a focus on PSHE, Speaking and Listening, Phonics and Maths.

EYFS Activities

All children learn best from hands on experiences that encourage the development of a range of skills. Some of the activities your child will take part in are listed below and many will take place outdoors.

Sand play
Cooking and snack preparation
Growing things
Singing, percussion and music
Building and construction
Stories and rhymes
Computing activities
Mathematical activities
Play dough
Imaginative play
Investigations
Drawing and writing
Puppets
Sharing books
Physical activities
Painting and other creative activities



How You Can Help Your Child At Home.

As a parent, you are your child's first teacher. The support and encouragement you provide is important throughout your child's school life, and especially during the early years.

Here are examples of some of the ways in which you can help your child at home:

- Take an interest and try to make time to talk through what your child has done that day;
- Share books, songs and games with your child and talk about them together;
- Develop independence by encouraging your child to dress themselves, put on their coat and shoes and to use the toilet unaided;
- Encourage your child to use pens, pencils, chalk, paints and simple tools, such as scissors;
- Talk to your child, introducing new words whenever you can;
- Help your child to recognise shapes, colours, sizes, numbers and words in familiar places such as food packets, street signs and advertisements;
- Provide opportunities for your child to investigate and ask questions about the world around them;
- Write your child's name and help him/her to recognise it [when writing your child's name for them to copy, use a capital at the beginning of their name and lower case letters to follow] e.g., Lucy. Please ask if you need advice on the letter formation we use;
- Hear your child read;
- Introduce the language of counting during activities such as cooking and shopping;
- Provide opportunities for running, climbing and chasing;
- Let your child enjoy and invent sounds, words, songs, music and rhymes;
- If you wish to teach your child the letters of the alphabet, it is always best to start with the letter sounds rather than the names, e.g., b is 'buh' rather than 'bee', but do not emphasise the uh sound!



Behaviour

Milwards Primary school has a behaviour policy that we follow closely, we do however take into account the ages of the children and we understand that most behaviours in the EYFS are part of the Child's natural development. We will always speak to you if there has been an incident.

Positive behaviour is rewarded and there are regular rewards given out in assembly that the children love.

Finally

We do hope your child settles in easily and happily into our school. Thank you for taking the time to read this handbook. If you have any questions, comments or concerns or require further information about any aspect of Early Years please talk to us or visit the school website.



<https://www.milwards.essex.sch.uk>

We look forward to getting to know you and your child.

Nothing!

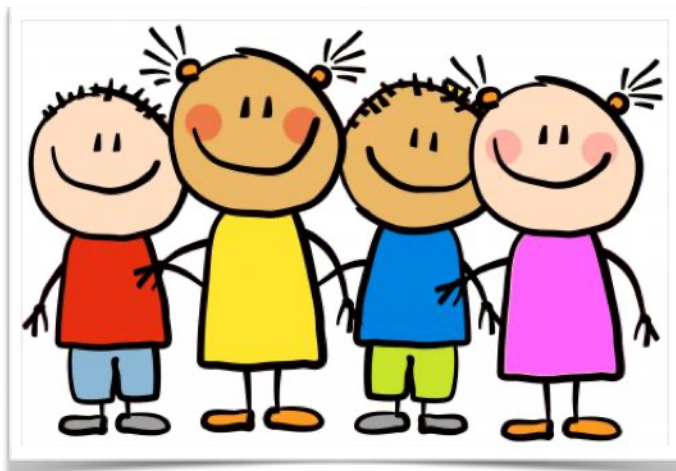
When children come home at the end of the day,
The question they're asked as they run out to play,
Is "tell me what did you do today?"
And the answer they give makes you sigh with dismay.
"Nothing, I did nothing today!"

Perhaps nothing means that I read a book,
Or... With a new teacher I got to cook.
Maybe I painted a picture of blue,
Or heard a story of a mouse that flew.

Perhaps nothing means that I played with blocks.
Tied my own shoes, or found beautiful rocks.
Maybe the ducklings hatched today.
Or maybe I found a new friend to play.

Maybe today was the very first time
That my scissors followed a very straight line,
Maybe I wrote a sentence all by myself
And read a book from the library shelf

When you're three, four and five, your heart has wings
And "Nothing" can mean so many things.



Fine Details for the online Learning journal Tapestry.

Procedures

- Milwards uses an online Learning Journey system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system are validated by the class teacher before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents give permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
- In all written observations, other children's names are not used.
- Milwards will try wherever possible to allocate "Tapestry time" per week to each member of staff to enable them to upload observations. Any overflow will have to be completed in staff's own time.
- All photographs taken of children are stored onto a password protected tablet or computer.
- Tapestry is not used as a general communication tool between School and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact the School through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.

Responsibilities

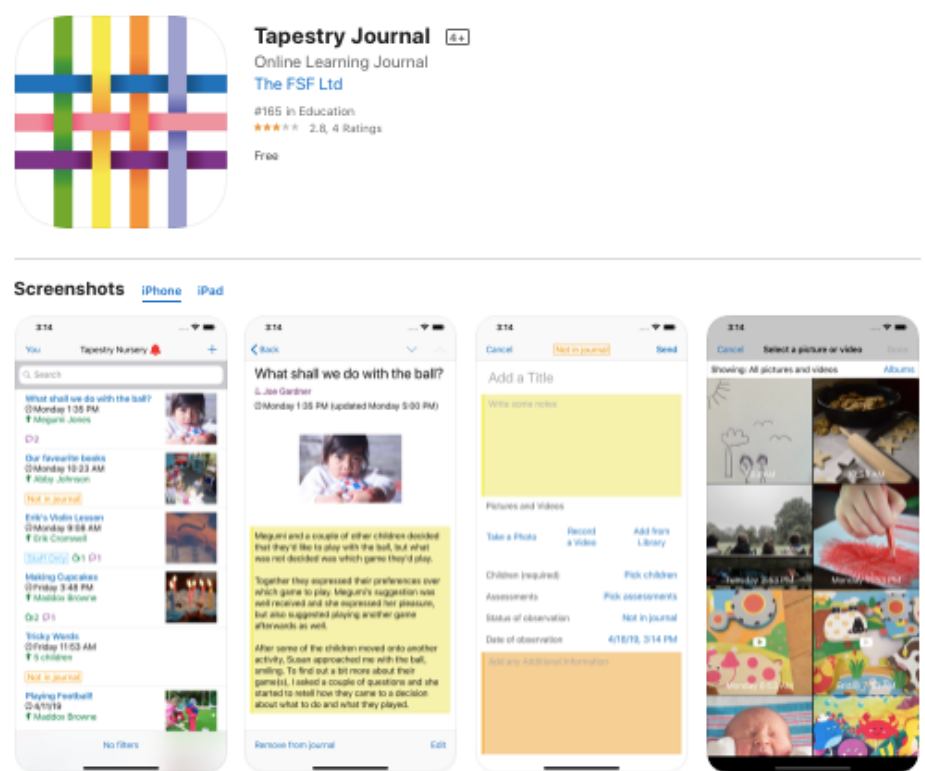
- All staff in reception carry out a range of observations of the children to show their learning and progress at all levels.
- Class teachers monitor the observations before adding them to the child's Learning Journey to ensure all information is correct.
- Parents will make positive comments to their children after viewing an observation and can make their own observations at home.
- The learning Journey is not a tool to compare one child to another but is personal documentation of your child's learning and progress.
- Parents will respect the security of your child's Learning Journey by ensuring images and information are not shared or stored anywhere other than Tapestry.
- Parents will keep their login in details private.

GDPR

Milwards Staff ensure that Tapestry is used in full accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. We process personal information to enable us to provide education, training, welfare and educational support services. For our full Privacy Notice and statement please view our website www.HILTacadmies.org and www.milwards.essex.sch.uk

Failure to adhere to the procedures and responsibilities set out in this policy will result in parental accounts being deactivated.

Tapestry: <https://eylj.org/> or the app is available on the app store or google play.

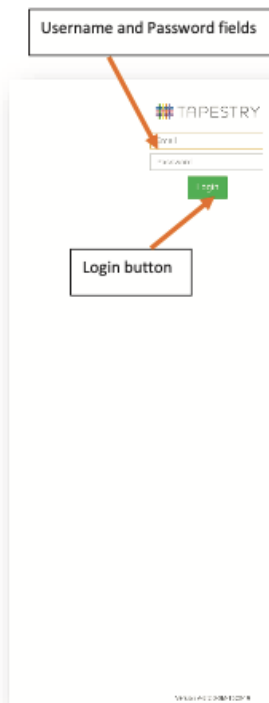


This is the companion app for parents and staff of schools, nurseries and child minders that use the Tapestry online learning journal.

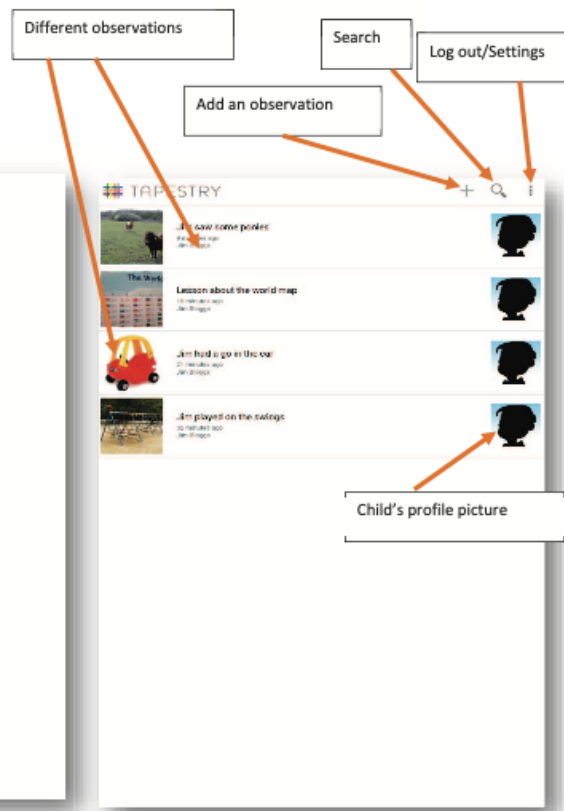
This is the new version with all the latest features. An older version, for older devices, remains available if you search the app store for Tapestry Journal. [more](#)

Tapestry App Interface

Login Screen

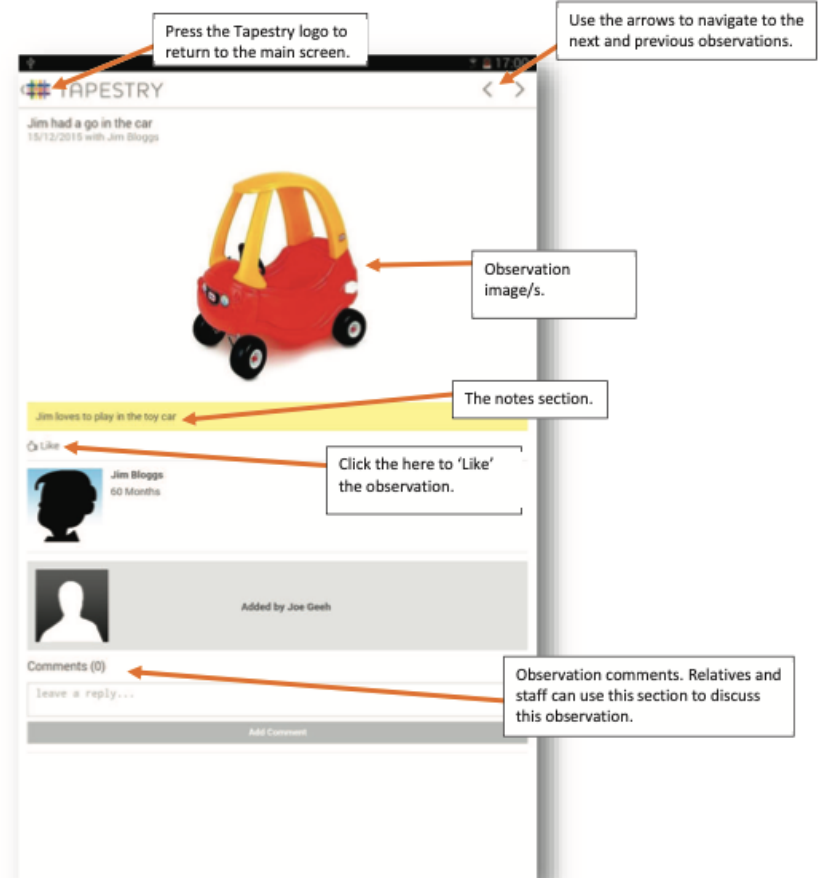


Home Screen



Viewing an Observation

To view an observation, tap the one you would like to see. You can scroll down (and up) by dragging up and down on the screen if there are quite a few to view.

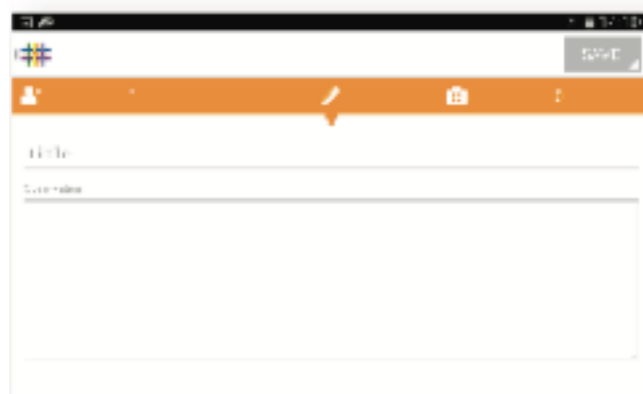


Adding an Observation

To add an observation, on the top of the home screen of the Tapestry app press the  button.



First select which child you want to make an observation for. You will only be able to select your own children who you have been linked with on this Tapestry account.



Press the pencil icon to write the text of your observation. Give your observation an appropriate title, and then enter what you want to write.



To add a photo or video to your observation, press the camera icon. Select 'take a photo' to take a photograph through the Tapestry app, and 'Record a Video' to record video through the Tapestry app. Please make sure your Android device permissions allow the Tapestry app to use the camera and the microphone.

If you recorded your media earlier or have taken it from another source press the 'Choose from Library' option. Due to the Android system, when navigating your devices media library you may have to scroll down past all the photos to find a video you have taken.

When you are finished press the 'SAVE' button to upload the observation. Depending on which options your setting has chosen, your observation may have to be approved by a member of staff before it is officially posted into your child's journal.



Telephone: 01279 435850

Tapestry Online Learning Journey Permission

- Please complete the following permission slip.
- This will be kept in your child's records.
- Failure to abide with Number 2 will result in your child's Online Learning Journey being suspended.

Child's Name

- 1) I agree to my child having a Tapestry Online Learning Journey throughout the Early Years Foundation Stage (Nursery and Reception).
- 2) I agree not to post any content from my child's learning journey on any social networking site, e.g. Facebook.
- 3) I give permission for my child's image to appear in photographs/videos in another child's learning journey. (We try to avoid this, but it is not always possible when children are playing closely together).
- 4) I agree for teaching staff to take home my child's electronic learning journal to update.

Parent's Signature

Date

Please list all adults whom you wish to have on your child's learning journey along with their email address:

Name	Relationship to child	Email address

Aims

We CHALLENGE you to be the best you can be



Milwards Primary School and Nursery

would like you to join their channel on Parent Hub.

Just tap “Add a School ” in the app and enter the handle below...

@MilwardsPrimary

The Parent Hub app is FREE to download and use.



What is Parent Hub?



Parent Hub is a FREE app that helps keep you up to date with what's going on at school. You'll receive messages, pictures, documents and newsletters, all in one handy place.

Instructions for Parents



1. Download the Parent Hub app from your app store (iPhone or Android).
2. Create yourself an account.
3. Choose “Add a School” and enter the school handle (above).

Visit www.parenthub.co.uk to find out more

Dear Parent / Guardian

As you know, joining the library can open up a wide range of opportunities, information and enjoyment. With a library ticket, your child can borrow books, films and music, have free use of the Internet and get information for homework or leisure activities.

It is free to join the library, and for children and young people under 17 there are no charges for requests or overdue books.

If your child does not have their own library ticket, with your permission, we can arrange to issue them one. Please fill in and return the form below to your local Library where they will be pleased to issue your child with a free library ticket.

If you wish to join yourself and other family members you can do so at any time by visiting any local library.



Child's Name

Male/Female/Prefer not to say

Child's Address

Town

Post Code

Telephone No

Email

Child's Date of Birth

I agree to my child / young adult joining Essex Libraries

Parent / Guardian's signature:



Essex County Council

