



RIDGEWAY PRIMARY SCHOOL & NURSERY

Nursery 2024



THE RIDGEWAY APPROACH

"Nurturing every child for lifelong success"



The nursery aims to:

- provide a rich and generous environment where children feel nurtured and supported to develop as unique individuals
- enable children to learn through exploration and first hand experiences
- lay the foundations for a positive, dynamic and passionate attitude towards life long learning.

WELCOME FROM THE HEADSHIP TEAM



Suzanne Kelly
Co-headteacher



Rebecca Shelley
Co-headteacher

We are thrilled that you have chosen our school and can't wait to join your child on their educational journey. We hope that you find our school community to be very welcoming and that as your child makes friends, you do too.

Our aim is to help your child develop in every way, equipping them with the skills they need now and for the rest of their lives. Our enthusiastic and talented staff will help your child develop their passion for learning and you will watch them grow in independence during their time at Ridgeway.



Jonathan Smith
Deputy Head



Kayley Dunn
Assistant Head



A Welcome from Imogen Hamilton Early Years Leading Practitioner



Hello, my name is Imogen Hamilton and I am the Leading Practitioner for the Early Years Team at Ridgeway Primary and Nursery School. I would like to extend a warm welcome to you all.

Here at Ridgeway Nursery the child is at the heart of everything that we do. Through our play-based curriculum we prioritise the development of the whole child and plan exciting learning opportunities which build on your child's interests and natural curiosity.

You are your child's first educator and my team and I like to establish a positive and engaged relationship between home and school. We know how crucial this is in developing strong foundations for children to become confident and happy learners.

We understand that the transition into Nursery for both child and parent can be a time filled with a variety of emotions. We are committed to supporting your family in making this a happy, exciting and safe journey at the beginning of your child's school life.

We are looking forward to meeting you and getting to know your child as they start at Ridgeway.

NURSERY TEAM



Mark Ayres

... supported by a team of experienced EYFS Teaching Assistants, who will be introduced to you and your child in September.

RIDGEWAY NURSERY

Ridgeway Nursery is an integral part of Ridgeway Primary School and provides high quality nursery education for 3-4 year olds. We see our nursery as the first and exciting step on a child's learning journey through school. Children in our Primary School go on to achieve at a high level and have access to a broad, balanced and stimulating curriculum throughout.

We offer 30 hours fully funded nursery provision for eligible parents or 15 hours funded sessions across either five morning or five afternoon sessions. Some paid for additional sessions may be available.

Each session has a maximum of 39 children.

Please ask the school office for more details of the additional nursery sessions.

TIMES OF SESSIONS

Below are our usual session times:

30 hours fully funded nursery provision Monday to Friday 9.00 am to 3.00 pm

Morning session	9.00 am – 12.00 noon
Afternoon session	12.00 noon – 3.00 pm
Additional nursery session	12.00 noon – 3.00 pm

OUR FOUNDATION STAGE IS A PLACE WHERE...

- **Play** is an integral part of learning.
- Children are given time and freedom to **explore** their ideas.
- Children are encouraged to be **problem solvers** who **take risks** and **learn from their mistakes**.
- Children are encouraged to be **creative thinkers** who are **confident, expressive, resourceful and resilient**.



OUR FOUNDATION STAGE IS A PLACE WHERE...

- Practitioners are **highly trained** and are passionate about how young children learn
- Relationships** between adults and children are valued and nurtured
- Adults are **sensitive** to the children's needs and **stimulate ideas** and **enthusiasm for learning**



OUR FOUNDATION STAGE IS A PLACE WHERE...

- **Challenging learning** is carefully planned each day to reflect the changing interests and next steps of the children.
- **All** children and families are **valued and welcome**.
- Parents are recognised as **key partners** in their children's learning.



NURSERY STAFF

- As a Local Authority funded Nursery our school has access to the full range of services available to support Croydon schools, such as speech therapists and a range of professionals supporting special educational needs provision. Some of these professionals will be involved in regular visits to the Nursery.
- The nursery has a **key person** system, where a named member of staff will support your child to become familiar with the nursery and the nursery provision and will be able to meet their individual needs. The key person will also be able to support in building a relationship between home and school.
- Parents are welcome to make a specific appointment to discuss their child's progress but staff are also always available for short impromptu conversations at the beginning or end of a nursery session.

HOME SCHOOL PARTNERSHIP

Our school puts a high value on working together with families to support children's successful learning and development. Parents are the first and enduring educators of their own children and you know your children best. Our school is staffed by skilled professionals who know about child development and how children learn best. We need to work closely together to help the children achieve their potential.



- **Home visits** are planned to take place in the first week of the Autumn term and are a valuable opportunity for building a bridge between home and school. This is an important part of developing a working partnership where school and families can work together.

- **Visit sessions** The nursery will be open on designated days during the first week of the Autumn Term, for parents and carers to bring children in for a short visit together. Children will start at nursery in groups in order to give them a quality introduction to the nursery environment and ensure staff have the opportunity to get to know children and carers' individually.

Moving into the world of school is a big step for children and it is really important that children are able to put down secure roots in their school environment.

NURSERY CURRICULUM

- The Early Years Foundation Stage is a statutory framework setting the standards for learning, development and care for children from birth to five.
- The framework supports Ridgeway's core values about how children develop as individuals and learners.
- The Early Years Foundation Stage has four key themes:

A Unique Child





Positive Relationships

Enabling Environments

Learning and Development

The Early Years Foundation Stage
Principles into Practice
The four Themes of the EYFS are:

Every Child Matters
Change For Children

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p>These four Themes express important Principles underpinning effective practice in the care, development and learning of young children.</p> 	<p>Each Principle is supported by four Commitments which describe how the Principle can be put into practice.</p> 		
<p>The four Principles of the EYFS are: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.</p>	<p>Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.</p>	<p>The environment plays a key role in supporting and extending children's development and learning.</p>	<p>Children develop and learn in different ways, and at different rates and all areas of Learning and Development are equally important and inter-connected.</p>

CHARACTERISTICS OF EFFECTIVE LEARNING

Characteristics of Effective Learning run throughout learning in all areas of the EYFS curriculum. This very much supports our whole school values.

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



**Our core values at
Ridgeway:**

**Reflective
Creative
Collaborative
Responsible
Resilient**

AREAS OF LEARNING IN THE EARLY YEARS FOUNDATION STAGE

Area of Learning and Development	Aspect
Prime Areas	
Communication and Language	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional Development	Self-Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Specific Areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

- Areas of Learning in the Early Years Curriculum are subdivided into strands
- **All areas of learning are equally valued**
- There are three Prime Areas of Learning:
 - Communication and Language
 - PSED
 - Physical Development
- There are four Specific Areas of Learning:
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design

THE IMPORTANCE OF PLAY

- In their play, children use the first-hand experiences that they have in life.
- Play does not conform to pressures to conform to external rules, outcomes, purposes or directions. Because of this, children keep control of their lives in their play.
- Play is a process. It has no products. When the play ends, it vanishes as quickly as it arrived.
- Children choose to play. It is intrinsically motivated.
- Children rehearse the future in their play.
- Play takes children into a world of pretend.
- Play can be solitary.



THE IMPORTANCE OF PLAY

- Children can play together, in parallel, associatively or co-operatively in pairs or groups.
- Every player has their own personal play agenda.
- Children's free flow play is characterized by deep concentration, and it is difficult to distract them from their learning. Children at play wallow in their learning.
- In play children try out their recent learning, mastery, competencies and skills and consolidate them. They use their technical prowess and confidently apply their learning.
- Children at play co-ordinate their ideas and feelings and make sense of relationships with family, friends and culture . Play is an integrating mechanism which allows flexible, adaptive, imaginative, innovative behaviour. Play makes children into whole people, able to keep balancing their lives in a fast changing world.

Professor Tina Bruce, Early Childhood Research Centre, University of Roehampton

PLANNING FOR LEARNING

- We plan daily for learning inside and in the garden
- Each area of learning is planned for.
- Planning is based on our observations of the children
- **What do they know?**
- **What do they want to find out?**
- **Where are the gaps in learning?**
- **What are the next steps?**
- This ensures our planning is relevant and accurately meets the children's needs.
- Planning is centred around the children's interests
- We use PLODs (Possible Lines of Direction) to help us plan for different areas of interest and fascination
- *What* the children need to learn is set by the curriculum. *How* they learn is led by the children.

Possible Line of Direction

Characteristics of Effective Learning

Have your own ideas
Choose ways of doing things
Make links and explain your thinking

Literacy

Make a list of the wild animals that interest you most.
Write questions of information that you want to find out.
Read the fact sheets about wild animals that have been provided. (*)
Make an information book or an animal poster.
Read or listen to the suggested stories. (*)
Make tickets for the zoo you might create.
Make your own 'Brown bear' or 'Polar bear' story book. (*) (2)
Write or dictate your own version of the rhyme: 'As I was out exploring one day'. (*) (3)

Mathematics

Make up word problems e.g. 'If an elephant has 4 legs, how many legs would there be if there were 2 elephants?' Record using pictures, marks or numbers. (*)
Sell tickets for your zoo using real money. Make a clock and set times for feeding the animals.
Create repeating patterns with the animal pictures. (*)
Make up number stories using small world animals. (4)
Build animal enclosures using blocks or other construction kits. How will you sort the animals? How many fit in each enclosure?

Communication and Language

Kick-off activity: go on an animal hunt around your home. (1) (5)
Learn some animal poems or rhymes. (*)
Encourage your child to tell you their own animal themed story and write it down for them.
Afterwards they can illustrate the story and you can act it out, either with family members or using toys.
Record your own voice animal sounds for a listening game – can anyone work them out?
Make animal picture cards and turn it into a matching game.

Animals of the Wild



Understanding the World

Find and print out pictures of your chosen animals. (1) (2)
Find out where your chosen animals live. Draw them on a map. (*)
Sort your small world animals or pictures into stripy, spotty or plain.
Sort your animals into 'wild' and 'tame' or in any other way you choose (habitat, size?)
Make a poster about animals and their food using the pictures. (*)
Read or listen to 'Lottie's Letter'. Talk about endangered animals and conservation. Draw up a family pledge to promise to help e.g. recycle, pick up litter, use less plastic. Sign it with everyone's handprint.

Physical Development

How do animals move? **Practise** your animal walks. (5)
Do a 'Cosmic Kids' yoga session: 'Lula the Baby Lioness'. (*)
Create an animal obstacle course in your garden. **Practise** swinging and leaping.
Make an enclosure for animals on playdough using sticks and pebbles. (*)
Make playdough snakes, create patterns with forks, matchsticks. Make families of different lengths.
Practise cutting – attach big sheets of paper to the edge of a table and cut along a snakey line from bottom to top. (6)

Personal, Social and Emotional

Talk about caring for the environment and what you can do.
Make links with friends – ask someone to help you email or message a friend to ask about their favourite animal.

Expressive Arts and Design

Go wild! Create a rainforest, bear cave or zoo in an area of your house or garden.
Create a small world rainforest for model animals in your garden.
Make a shoe box rainforest. (*)
Make junk model animals. (*)
Make animal masks from paper plates. (*)
Make salt dough animals, bake and paint. (*)
Make handprint animal pictures. (*)
Build spiral snakes. (*)
Explore animal patterns – make your own stamps to print them. (*)



OBSERVING CHILDREN'S LEARNING

- Children show us what they really know when they are playing independently
- The adults will watch, notice and observe children in play and make observations which inform planning, next steps and assessment
- Focus group activities support children to acquire new skills which they should then apply independently through their play



RESOURCES

Individual learning folders

- Each child will have their own learning folder where they are able to build up a collection of their own drawings, writing and photographs reflecting their interests and achievements, both at home and in the nursery.

Children borrowing books

- Borrowing and sharing books is an important feature of nursery life. We would ask you to support us in helping the children to learn to value books and take good care of them as well as enjoying them. A love of books and stories is a key predictor of later success with reading and sharing books at home and in the nursery should be a regular learning experience.

Clothes

- Please make sure children come to nursery wearing easy-care clothes, which are practical and comfortable to wear. Our nursery is a children's workshop where they will have regular access to paint, glue, sand and water (and much else besides!). We will provide aprons but young children are not always reliable users of these! It would be helpful to have a spare set of named clothes in a named bag to put on your child's peg.
- Please also make sure that outdoor wear, coats, jackets, anoraks etc. are marked with your child's name.

OUR OFFICE TEAM

Our school office are always happy to help. If you have any further questions please contact us on 020 8657 8063 or by email office@ridgeway.croydon.sch.uk



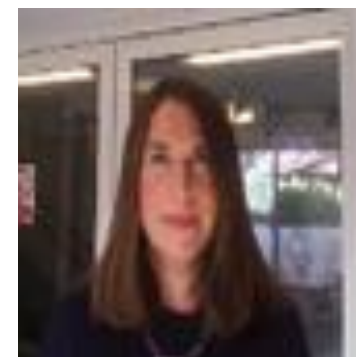
Lynn Simmonds
School Business
Manager



Julia Reeve
Senior
Administration
Assistant



Mandy Osborne
Administrative
Assistant



Victoria Vyse
Junior
Administrative
Assistant

See you soon!

Ridgeway Primary School and
the Nursery team look forward
to welcoming you in
September!