



Welcome 2020

Brougham Street Nursery School

Virtual Afternoon Tea

Thank you for joining us today.

We ask that attendees kindly mute their microphones.

We will attempt to answer as many questions as possible at the end of the session. Thank you

This session

1. Introduction to the team
2. The EYFS
3. Partnership with home– Online Learning Journals
4. Inclusion
5. The Governing Body
6. Questions





Our panel for today



Michael Pettavel
Headteacher



Alison Stewart
Class Teacher
Forest School
Leader &
Green Group
Key Person



Ann Almack
Red Group
Key Person



Lorraine Caswell
Blue Group
Key Person



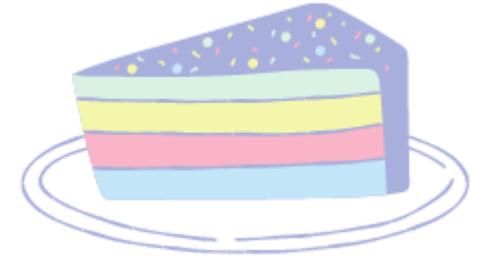
Beccy Robinson
SEN Learning
Support
Assistant



Pauline Pickles
Nursery
Assistant



Apologies



Sallie Wareham
Administrator



Natalie Chapman
Purple Group
Key Person



Bev Wain
Chef and Nursery
Practitioner



Madiha Rashid
Midday
Supervisor



Beth Guest
Tea Club
Practitioner



Our Provision

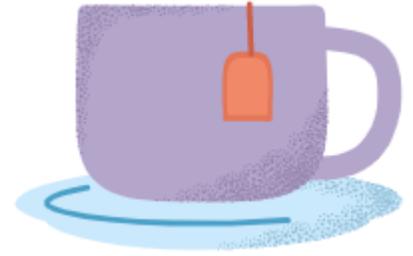
Brougham Street Community Nursery School is one of only three local authority maintained nursery schools in North Yorkshire.

As a Local Authority Nursery School we have a qualified Headteacher who is a specialist in Early Years and our classroom provision is led by a qualified teacher supported by a team of well qualified and experienced nursery practitioners and special educational needs (SEN) specialists.





Our Provision



Nursery School runs during term time and follows school hours and is comprised of two daily sessions

Morning Session: 8.45 – 11.45

Afternoon Session: 12.15 – 15.15

Wraparound care which takes place before and after nursery school and during the school holidays, is provided via our Childcare Provision and this is managed by Louise Shaw and Ayesha Bridge our Childcare Managers

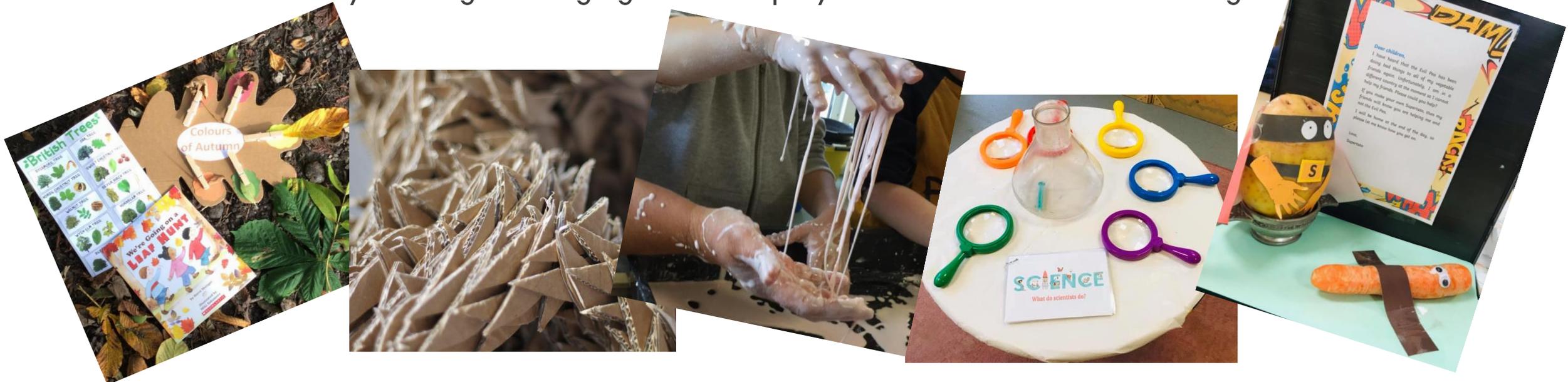
We aim for every child to access a block of Forest School sessions over the course of their preschool year which is led by Alison a qualified Forest School's Leader (Level 3)

What is the EYFS?



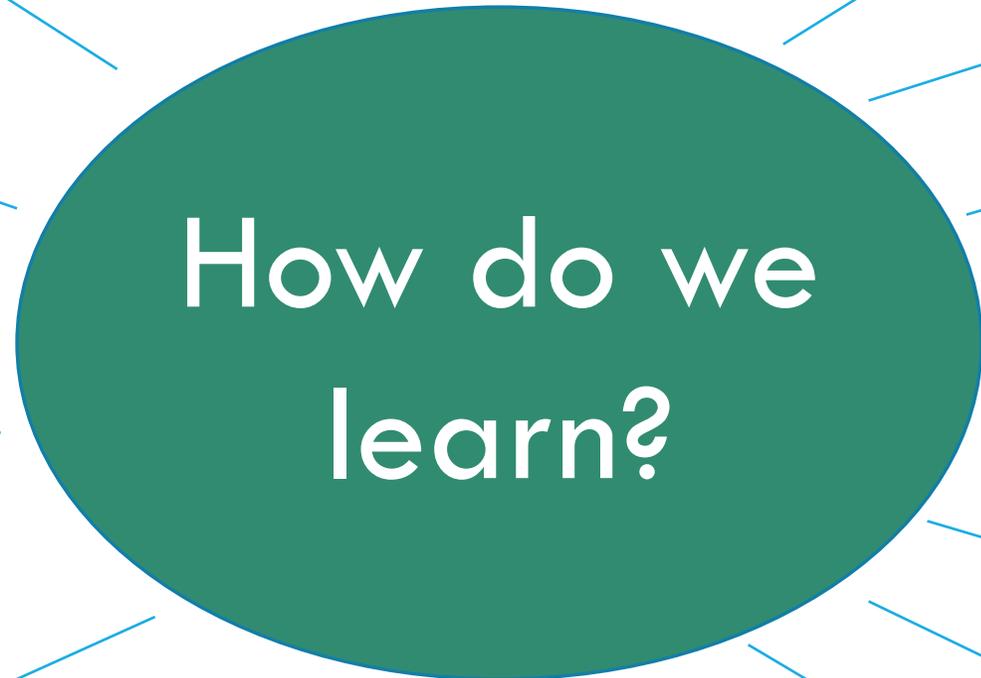
In Nursery School it is a statutory requirement that we follow the Early Years Foundation Stage Framework

Your child will mostly be taught through games and play across seven areas of learning



A useful document, 'What to expect, when' is available from

https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf



Characteristics of Effective Learning

Creating and thinking critically

Playing and Exploring

Active Learning

7 areas of learning

Communication and Language

Physical Development

Personal, social and emotional development

English

Maths

Understanding the world

Expressive arts and design



What are the main principles of the EYFS?

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- 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 and/or carers.
- Children develop and learn in different ways and at different rates.





10 Common Principles of Early Years Education

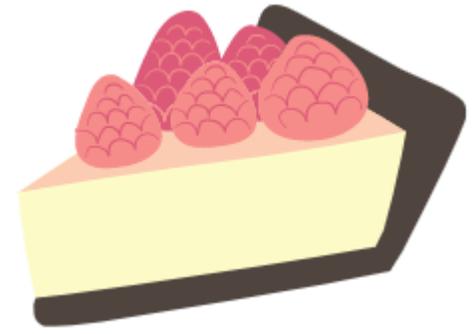
1. The best way to prepare children for their adult life is to give them what they need as children
2. Children are whole people who have feelings, ideas and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.
3. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments.
4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices, and respected as autonomous learners.
5. Self-discipline is emphasised. Indeed, this is the only kind of discipline worth having. Reward systems are very short-term and do not work in the long-term. Children need their efforts to be valued.
6. There are times when children are especially able to learn particular things.
7. What children can do (rather than what they cannot do) is the starting point of a child's education.
8. Imagination, creativity and all kinds of symbolic behaviour (reading, writing, drawing, dancing, music, mathematical numbers, algebra, role play and talking) develop and emerge when conditions are favourable.
9. Relationships with other people (both adults and children) are of central importance in a child's life.
10. Quality education is about three things: the child, the context in which learning takes place, and the knowledge and understanding which the child develops and learns.

Tina Bruce

Professor Tina Bruce is a highly respected academic and theorist in the area of play based learning and early childhood development



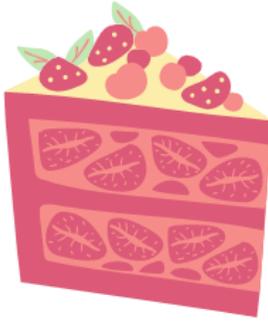
Our EYFS Vision



- Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems (OFSTED's definition of teaching)
- As we plan and guide children's activities, we reflect on the different rates at which children are developing and adjust our practice appropriately
- We start with what the child can do and plan from this point to support each individual child in their learning and development. This is recorded in a Personal Educational Plan for each individual child where focused outcomes and experiences are planned by each child's key person



How do children learn at Brougham Street Community Nursery School?



'The most beautiful thing about learning is that nobody can take it away from you.'

- Child initiated 'independent learning' in all areas of learning
- With an adult 'in the moment'
- Focused 'adult led tasks'
- School visitors
- Special days





A typical day



- Self registration – Helps children to recognise their own name and develop confidence by choosing what activity they want to do.
- Continuous Provision – Self Initiated ‘Independent Learning’
- Key Groups
- End of morning session
- Lunch
- Continuous Provision – Self Initiated ‘Independent Learning’
- Key Groups
- End of afternoon session





Meet the Teacher – Alison Stewart

➤ Her responsibilities include:

- Developing and implementing work schemes using the Early Years Foundation Stage as a framework
- Providing a safe and stimulating environment that facilitates learning
- Organising and supervising play and work activities (for example reading, music, dancing etc)
- Liaising with parents, carers and professionals such as speech therapists and health visitors
- Maintaining records
- Monitoring and recording progress
- Forest School Leader
- Green Group Key Person
- Always happy to arrange to meet with parents either face to face, on the phone or via e-mail (astewart@broughamstreet.n-yorks.sch.uk)





Key Groups



- The key person ensures that within the day to day demands of the setting, each child for whom they have special responsibility feels individual, cherished and thought about by someone in particular while they are away from home. (DfES Early Years Foundation Stage Effective Practice: Key Person p.7.)
- There are four key groups in nursery school

Blue Group – Lorraine	Green Group – Alison
Purple Group – Natalie	Red Group – Ann
- The Key Person helps to ensure that every child's learning and care is tailored to meet his/her individual needs
- They seek to engage and support parents and/or carers in guiding their child's development at home
- Please take a moment to visit our website to read our staff profiles.



Partnership with home



- Open door policy
- Online Learning Journals through Tapestry
- Monthly Newsletter
- 'Come and Learn with Me' mornings
- Termly 'Cup a Chats'
- Parent helpers are welcome





Online learning journals - Tapestry



Tapestry is one of our most important means of communication with you our families

You can use it to contact us, sharing activities, accomplishments and adventures that you have been enjoying together at home

We will share with you what your child has been learning, achieving and doing in nursery school

We also use Tapestry to share important updates, invitations and news so it is extremely important that you access it either through the app or through your browser

If you ever have any difficulty accessing Tapestry please speak to Sallie in the office and we will help you



TAPESTRY
ONLINE LEARNING
JOURNAL

Inclusion for all



‘Inclusive practice’ is one of the commitments to the EYFS principle of ‘A unique child’

Inclusion in the early years is about practices which ensure that everyone ‘belongs’

Children have the right to be treated fairly, regardless of race, religion or abilities

We recognise the importance of identifying and meeting the individual learning needs of all young children

This includes finding ways to listen to young children and to become sensitised to their needs and wants, developing a deep and intimate knowledge of each and their unique ways of communication (Nutbrown and Clough, 2006)





Governors



Our Governing body is made up of a range of skilled and enthusiastic volunteers, representing local government, the community, elected parents and members of school teaching and support staff

Alongside the Headteacher, the governors have a responsibility for the effective management of the school, acting within the framework set by legislation, in order to provide the best possible education for the children who attend our school, the day to day management is designated to the Headteacher and his staff

The most recent minutes can be accessed from our website

We have vacancies on the governing body from time to time. If you are interested in becoming a governor, or would like to contact any of the school governors, please contact the school office.



Governing Board



Chair (Local Authority Governor):	Heather Mason - Safeguarding, SEND
Co-opted Governors:	Jennifer Dean - Health and Safety
	Nick Jackson
	Ciara White - Vice Chair
Parent Governors:	Jonathon Carter
	Vacancy
Staff Governor:	Daisy Pennett
Headteacher:	Michael Pettavel
Clerk to the Governing Body:	Sallie Wareham

A close-up photograph of a glass filled with light-colored tea. A tea bag is visible in the liquid. Several small, purple lavender flowers are floating on the surface of the tea. The background is a light, textured surface, possibly a tablecloth, with more lavender flowers scattered around. The overall scene is bright and fresh.

 Any Questions?