



# **New to Nursery**

## **A Handbook for Parents**

## Contents

A Welcome from the Headteacher .....	2
Promoting Positive Behaviour .....	3
The Nursery Day .....	3
Food, Water, Milk and Fruit .....	4
Books and Reading .....	4
Attendance .....	4
Nursery Uniform .....	5
School Travel .....	5
Supervised Teeth Brushing.....	6
Communication .....	6
Pinner Park Parent Teacher Association (PTA) .....	6
The Use of Photographs .....	7
School Visits and Activities .....	7
What to do if I need more support or if things go wrong .....	7
The Curriculum in Nursery .....	8
Children with Additional Needs .....	9
Our Induction Plan .....	10
Helping your child get ready for Nursery.....	11
And Finally .....	12

## A Welcome from the Headteacher

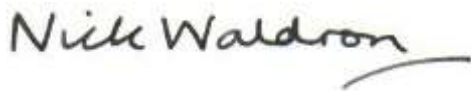
Welcome to Pinner Park Primary School. We are really looking forward to your child starting in Nursery. This is such an exciting time for you and your child – and for us!

This information is intended to help you and your child settle easily into the school. We aim to work closely with our families to enable each child to be the very best young person that they can be; developing intellectually, physically, emotionally and socially.

I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact us through the school office.

Best wishes,

A handwritten signature in black ink that reads "Nick Waldron". The signature is written in a cursive style and is underlined with a single horizontal stroke.

**Nick Waldron**  
Headteacher

## Promoting Positive Behaviour

Right from the start, the children are encouraged to have a sense of belonging and respect for the nursery, school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on four key words (Ready, Respectful, Safe and Kind), and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate way towards others.



These four key words are displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our regular assembly themes. The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We are proud to be a Gold '**Rights Respecting School**'. This is an award given to schools by UNICEF, a leading organisation for children and their rights. The United Nations Convention on the Rights of the Child is the basis of all UNICEF's work and its principles lie at the heart of the Rights Respecting Schools Award.

## The Nursery Day

Morning session      **8.30am** (drop off between 8.30am and 8.40am) until **11.30am** (collect between 11.20am and 11.30am)

Afternoon session    **12.30pm** (drop off between 12.30pm and 12.40pm) until **3.30pm** (collect between 3.20pm and 3.30pm)

We will have a 10-minute 'soft' start and finish to each session so that parents have the flexibility to be able to drop off and collect other children.

Please ensure that your child arrives on time each day to support the settling in process and enable them to learn and follow routines. It is also very important that the children are collected promptly as they become very distressed when they are the only child left and they think they have been forgotten. If you are delayed, or you have arranged for somebody different to collect your child, please ring the school as soon as possible.

We'll be on hand to show you where to drop off and collect in September.

## Food, Water, Milk and Fruit

During the session children are able to have a piece of fruit or vegetable which is provided by the school through the national scheme.

As part of a government directive to ensure that all children in the UK receive the nutrients that milk provides, all children under the age of 5 are entitled to one, free 189ml portion of milk per day at school. This cost is funded by the UK government. To register your child to receive free milk you will need to create a parent account at 'Cool Milk'. Just visit [www.coolmilk.com/register](http://www.coolmilk.com/register). When your child turns 5 you will have the option to pay for your child to continue to have milk each day.

Your child should bring a clear water bottle, with a non-spill cap, containing fresh drinking water which they can use throughout the day.

The Nursery children often carry out tasting and simple cooking activities to develop their skills and knowledge about food. It is essential that we have up to date information of all allergies, dietary requirements, and/or food related conditions that your child has.

## Books and Reading

Developing a love of reading is really important to us and this starts when children are very little. Please share reading books with your child as often as possible. Remember you can visit the local library and borrow lots of books for no cost at all!

Children enjoy sharing familiar books so may choose the same books over and over, don't worry about this as it supports their development of language and their reading skills by allowing them to join in with familiar words and phrases in the book.

We encourage all our children to have a school book bag to keep them safe and books brought between home and Nursery. You can buy a bag from our uniform suppliers.

## Attendance

We expect every child to be punctual, and to attend Nursery **every day**. If your child is unable to attend Nursery, please telephone the school on the day of the absence (ideally, before the session starts). If you arrive late, please escort your child to the main entrance where they will be signed in and taken to their classroom.

The School will not authorise holiday or extended leave during term time as this disrupts children's learning and has an adverse effect on their progress. A 'Leave of Absence' will only be granted under exceptional circumstances and must be applied for prior to the leave. This can be done by completing a form, which is linked on the school website.

All children are expected to maintain an attendance rate of at least 96% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%. Our full Attendance Policy is available to download from the school website.

## Nursery Uniform

The Nursery has a simple uniform which promotes a sense of belonging and pride in the school, whilst recognising the very active and messy nature of early years education!

It consists of:

- School sweatshirt or cardigan with school logo
- White polo shirt (with or without school logo)
- Elasticated jogging bottoms or shorts (black or grey)
- Comfortable black shoes or black trainers

School uniform is available from [Teenywear](#) (Harrow Weald and Online) or [Mapac](#) (Online only).

Please mark all clothes very clearly with your child's name. You can purchase stick on name labels from [Label Planet](#).

Jewellery is unsuitable for nursery wear as it is easily lost or damaged and can cause injury to wearers and others. No make-up or nail varnish should be worn. Long hair should be tied back neatly with a simple bobble, scrunchy or alic band in school colours (black, grey or maroon). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

Learning in the Early Years takes place inside and outdoors – whatever the weather! Your child will be spending time outside all year round so will always need a coat. We encourage and support children to be independent so coat and shoe fastenings that small fingers can manage will help, e.g. zips or Velcro.

We recommend having a pair of wellies in nursery for wet days!

## School Travel

Children's safety is our first priority. We would encourage all our pupils to find a safe walking, cycling or scooter route to school. This reduces congestion around the school and improves safety for all.

If you do need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot. Please do not park on the yellow zig-zag lines during the restricted times. We have regular traffic patrols to ensure that these are kept free.

We encourage a voluntary one-way system along Melbourne Avenue and kindly request drivers not to perform U-turns along Melbourne Avenue in the busy time before and after school. Please enter Melbourne Avenue via Headstone Lane and continue in the same direction when leaving (driving along Greystoke Avenue and onto George V Avenue).

## Supervised Teeth Brushing

As part of our commitment to improving children's oral health, we participate in Harrow Council's supervised tooth brushing programme. In September we will provide you with further information about your child joining in free tooth brushing with fluoride toothpaste, once a day at Nursery.

## Communication

We like to keep you informed about what is happening in school and we would hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstances, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the school office and make an appointment or speak to one of the school leadership team who will be around the playgrounds.

Please inform the school office team as soon as possible if any of your contact details change so that we can keep in touch with you.

We use a number of apps to communicate with parents and all our written communication is distributed electronically. We will give you log in details for these when your child starts with us.

One of the tools we use to keep Nursery parents informed about children's learning is 'Tapestry'. Tapestry is a personal learning journal, or diary, which builds over time. Photographs and notes of special learning moments are recorded by staff and can be made available regularly to you. We'll give you further information in September.

FOLLOW US ON SOCIAL MEDIA  
@PinnerParkSch



## Pinner Park Parent Teacher Association (PTA)

We have a very active association of parents, governors, staff and friends of the school which is a charity that exists to support the school's work. The Pinner Park Parent Teacher Association (PTA), led by a committee, organises community events, raises additional funds for the school and provides support in very practical ways.

## The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess children's progress in their learning
- To celebrate achievements
- For publication in school documents and the local press
- For publication on the school website (subject to compliance with the school's website policy)

We never associate a child's name with their image when sharing photographs publicly. You will be asked to give consent for us to use your child's photographs when you log into our school portal and app for the first time. We encourage you to tick all the consent boxes so that we can keep you updated about your child's learning!

## School Visits and Activities

We value the learning that can take place outside of the classroom when children make visits out of school and by having special visitors into school. Over the year, your child will have opportunities to participate in these types of activities.

When you log into our portal or app, we will ask for your general consent for these types of activities but we will also inform you before each event.

## What to do if I need more support or if things go wrong

We want to do our very best to educate and care for your children properly, but part of our commitment is to always work to improve standards. If you need further support, if you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

Please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning.

If you wish to discuss the matter further, then please contact the school office team to make an appointment to meet with your child's class teacher. If you need further support, our leadership team (year leader or phase leader) will help.

We will agree with you a course of action and aim to resolve your concern to your complete satisfaction as quickly as possible.

## The Curriculum in Nursery

The next year in Nursery is a really exciting part of your child's learning journey.

This year your child will continue to learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating.

In the Nursery, children will do a lot of their learning through play. Play is children's work and playing hard is very tiring! Your child may be really exhausted and perhaps a bit grumpy when they come home! If they don't want to talk about their day straight away, don't worry, they will gradually let you into their new world as time goes by. Play can also be very messy as your child will be learning both inside the classroom with sand, water, paint, but also in the outdoors with mud, leaves etc. so you can expect some mucky clothes at the end of the day!

All children in Nursery follow a curriculum called the Early Years Foundation Stage (EYFS) and this is broken down into 3 prime aspects and 4 specific areas of learning.

Our curriculum is based on the Early Years Foundation Stage. The EYFS operates across schools, nurseries and a wide range of other pre-school settings. This is great news for your child as he or she settles into school because the style of learning and the curriculum content will be very similar to any pre-school setting they have been part of.

The EYFS takes into account the 'Characteristics of Effective Learning' as well as the Prime and Specific Areas of Learning and Development.

### Characteristics of Effective Learning

These are the ways in which a child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically. These areas underpin all development across all areas and support the child to remain an effective and motivated learner.

### Three Prime Areas of Learning and Development

#### Personal and Social and Emotional Development

Children learn how to work, play and co-operate with others and how to function in a group outside of the family.

#### Physical Development

Children develop physical control, mobility, dexterity and awareness of space both indoors and outdoors as well as health and self-care.

#### Communication and Language

Children develop competence in speaking, listening, attention and understanding.

## Four Specific Areas of Learning and Development

### Literacy

Children learn how to read and write.

### Mathematics

This area provides the foundation for mathematical development, focusing on numbers and shape, space and measures.

### Understanding the World

Children develop an understanding of their environment, other people and features of the natural and man-made world around them including ICT.

### Expressive Arts and Design

This area includes development of children's imagination and their ability to communicate through role play, music and art.

## Children with Additional Needs

All children can have additional needs at times. These could be to do with their development, learning, communication, behaviour, or emotional wellbeing. Sometimes, additional needs may be called special educational needs or disabilities, (SEND).

Additional needs can be short term or long term so that some children may need additional help for a short period of time while others may need it for longer.

Whatever the concerns may be, it is important to discuss them with people working with your child. In school, you can discuss your child's needs with his or her class teacher. Mrs Doherty (Assistant Headteacher and SENDCo) may also speak with you – she provides expertise and support, but also co-ordinates our support for children with additional needs across the school.

It's also important that we work together with other professionals too - these could include a Health Visitor, GP, Social Worker, Speech and Language Therapist, Family Support Worker or anyone else involved with your child.

Our aim is always to work closely together with parents – in partnership - to ensure your child has the very best start to school life. We are able to make adaptations to support your child's needs. For some children, for example, this may include an adapted induction plan – building up to full time schooling more slowly.

If you want to discuss your child's additional needs, please do contact us.

## Our Induction Plan

Our aim is for every child to settle happily and quickly into our nursery. We have an altered schedule in September to allow each family to settle in quickly and with confidence.

### Online welcome meeting for parents

We are holding an online meeting for parents. In the meeting, we will give you information about the school and about life in the Nursery. The meeting will be on **Monday 30 June at 6pm**. The meeting will be held through Microsoft Teams.

The link to the meeting is: <https://bit.ly/PPNewToNursery2025>

### Stay and Play Sessions

We invite you and your child to a 'Stay and Play' session. You'll meet the team, explore the classroom, and learn more about daily routines. Your child will be able to have a play with other children whilst you can chat with other parents and staff.

The dates of our session are:

- Children with surnames beginning with letters A – I: **Thursday 26th June** 4-5pm
- Children with surnames beginning with letters J – R: **Monday 7th July** 4-5pm
- Children with surnames beginning with letters S – Z: **Tuesday 8th July** 4-5pm

### Meet the Teacher Sessions

On Wednesday 3 September, Thursday 4 September or Friday 5 September, you and your child will have the opportunity to come into school for a 15-minute meeting with the nursery staff. This will take place in the classroom. You will be able to have a chat, see the classroom, talk about your child, and have any questions answered.

### Staggered start

Pinner Park, as most schools, operates a staggered start in Nursery to allow all children to become familiar with their new school, and to allow staff to get to know the children. The arrangements are as follows:

Wednesday 3, Thursday 4 and Friday 5 September	Nursery closed – 'Meet the Teacher' visits will be scheduled during these days.
Monday 8 and Tuesday 9 September	Children, in half-class groups, will attend for shorter, introductory sessions (your child will attend each day for 75 minutes)  The timings for these sessions are as follows:  Group 1: 08.50 – 10.05 Group 2: 10.25 – 11.40 Group 3: 12.30 – 13.45 Group 4: 14.05 – 15.20
Wednesday 10 September	All children in for their full session

## Helping your child get ready for Nursery

Starting Nursery is a big step. Your child may be spending more time away from home, meeting new children and adults, and exploring new spaces and routines. You can help make this transition smooth and positive with some simple activities at home.

Here are some things you can do to help your child feel confident and secure.

### Key skills to encourage before starting Nursery

#### Building Confidence and Independence

- Saying goodbye to you with reassurance – practicing being away from Mum and/or Dad
- Carrying their own bag or coat
- Taking off and putting on their own coat
- Using the toilet independently, or with a little support
- Washing and drying hands
- Feeding themselves using a spoon or fork
- Drinking from an open cup (not using a teat or baby cup)
- Not using a dummy

#### Communication and Language

- Listening to short stories or rhymes
- Joining in with familiar songs
- Naming everyday objects and expressing needs (for example, when they need the toilet)
- Making eye contact and responding to others
- Pointing to or choosing what they want

#### Play, Imagination and Curiosity

- Engaging in simple play like building towers or pretending to cook
- Exploring textures like sand, water, dough, or paint
- Looking at picture books with you and turning the pages
- Playing alongside or with other children
- Being curious about the world around them—asking questions, exploring nature

#### Making Friends and Managing Feelings

- Taking turns
- Showing an interest in others
- Beginning to express feelings (happy, sad, cross)
- Learning to say “stop” or “no” kindly
- Finding comfort from a trusted adult when upset

#### Healthy Bodies and Active Play

- Running, jumping, climbing safely
- Crawling, balancing, dancing to music
- Playing outdoors in different weathers
- Sleeping well and eating a variety of foods
- Beginning to brush their teeth with your help
- Walking longer distances (out of the buggy!)

## **And Finally**

At the heart of our work is the belief that parents are partners in their children's education. We hope that this short guide has been useful in explaining some of our procedures, the way that your children will be taught and how you can help at home.

Please do ask if you have any further questions on these issues.

We are very much looking forward to your child starting Nursery with us in September and we hope he or she has a wonderful year at Pinner Park Primary School.