



Great Barford Church of England Primary Academy



'Growing together through learning, friendship and worship'

Great Barford Church of England Primary Academy

Silver Street
Great Barford
Bedford
Bedfordshire
MK44 3HZ

Telephone: 01234 870342

Email: admin@gbpa.org.uk

Website: www.gbpa.org.uk

Nursery

*(Available when your child
is 2 years 9 months)*

Head Teacher:

Mrs S Evans

Chair of Trust Board:

Mrs J Ferguson



***Please note....due to COVID-19, we have had to make a few necessary
Changes, please see the school website for details.***



Welcome to Our School



Mrs S Evans
Head Teacher

Welcome to our nursery brochure. We hope that you find it a useful source of information as an introduction to the many and varied experiences enjoyed at Great Barford Church of England Primary Academy.

We are very proud of our school. We are fully inclusive and offer an exciting and high quality education for all. Our curriculum is rich, broad and relevant. Our environment is nurturing and caring.

We work continuously to develop all areas of school life and ensure that we continue to provide the very best education and opportunities for all children and families.

Thank you for taking the time to read our school brochure.
If you require any further information please visit our website

www.gbpa.org.uk

or contact the school office by phone on
01234 870342.

'Amazing things happen here'



Our commitment

Great Barford Church of England Primary Academy Nursery offers a safe and secure environment with exciting, stimulating activities. We have committed and experienced staff who are passionate about providing high quality care and education. We work in close partnership with parents & carers to help children to learn and develop and to ensure that they achieve their full potential.

Our nursery class follows the Early Years Foundation Stage Framework where the children are able to take the lead in their own learning within a stimulating and inspiring learning environment. All 7 key areas of the framework have equal importance in our curriculum learning. We effectively create a unique learning experience for each child focusing on what fascinates them and planning and teaching in the moment.

We have carefully designed curriculum and environment that plays a part in encouraging creativity and well-being. Creating the right environment is important for all children and enables them to construct and challenge to benefit their learning and growth. Our inside and outside environments have equal importance and we strive to ensure that high quality provisions are available daily for children to be involved and be motivated in open-ended and high engaging activities. The environments are well resourced and accessible for all children to be able to select something that fascinates them and lead in their own learning. At Great Barford CofE Primary Academy we do not set out activities for the children to do, but rather support all children in choosing their own interests. We aspire for the children to be enjoying and immersed in their own learning driven by their own fascination and intrinsic motivations.



'We laugh and learn together'



Our Staff



Mrs Buckingham EYFS Lead
&
Nursery Teacher

Mrs Padian
Early Years Practitioner



Miss Turnbull
Play Assistant

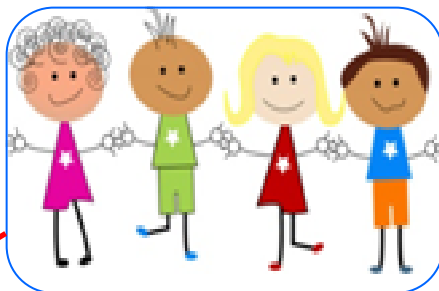
‘Working together to support our children’



Support Staff

Mrs Ingram
Business Manager

Mrs Shuttleworth
Accounts Assistant
(& Nursery, Wrap Around
Care)



Mrs Woodworth
Office Administrator

Mrs Gower
Family Support Officer

'Here to help'



In Nursery we ...



Enjoy exciting and stimulating learning opportunities



Encourage confidence and independence



Embrace new challenges



Learn together



Learn in a safe, caring and welcoming environment

'Embracing new challenges'



Our EYFS ethos

At Great Barford Primary Academy we will:

Observe pupils engaging in quality interactions.

Bring the learning to the child, enhancing, not interrupting it.

Question, facilitate, scaffold and challenge; whilst providing a safe, caring and enabling environment.

The learning environment

In our nursery we aim to provide a caring and enabling environment where all children can acquire skills which are required to progress in their learning. At Great Barford Primary Academy we do not set out activities for the children to do but support all children in choosing their own interests. We aspire for the children to be enjoying and immersed in their own learning driven by their own fascination and intrinsic motivations.

Practitioners follow In the moment planning (ITMP) completing an observation cycle on a moment by moment basis. Practitioners will watch, listen and respond to individual children, moving their learning on. This learning process is recorded when the cycle is complete using the Evidence me app.

Please see school website for further detail.



Curriculum

Communication and Language

We support children's understanding, listening and speaking skills by providing a language rich environment. Practitioners model and scaffold talk, providing opportunities to listen and respond through stories, games and music.



Personal, Social and Emotional Development

We provide support for all of our children to develop life skills; such as turn-taking and sharing. We encourage the children to be independent making decision and problem solving. Using our workshop based environment children make choices and select their own resources.

'Developing life-skills'



Curriculum

Physical Development

Our outside space provides the children with the opportunity to develop their gross motor skills and co-ordination through riding bikes and scooters; and playing with balls, hoops, skittles and stilts. The children develop their fine motor skills through a variety of activities including playdough, lacing and threading, painting and cutting.



Mathematics

We develop an understanding of mathematics through stories, songs, games and play. The children experience practical activities relating to counting, sorting, matching, patterns, shapes, space and measure. They explore these within the environment through the use of sand, water, mud, cooking, money construction etc. These experiences help them to become confident mathematicians.

‘Celebrating achievements’



Literacy

We foster a love of reading and sharing books with the children individually, in small groups and whole class sessions. We encourage story telling through imaginative play. Practitioners often scribe the children's stories modelling the writing and reading process. Children have access to a variety of mark making materials such as chalk, water, paint, pens and pencils.

In our nursery we provide the foundations for learning phonics by listening to environmental sounds. We explore making noises using our bodies, mouths and instruments. We encourage the children to develop segmenting and blending skills by listening to sounds in words (phonemes).



Characteristic of effective learning

Children in the nursery learn by playing and exploring. They are encouraged to be active and creative, and to use critical thinking skills in both the indoor and outdoor settings. We embrace opportunities for messy play as we believe that it makes an enormous contribution to a child's learning and development.

'Fostering a love of learning'



What we wear

Uniform

To promote a sense of school identity, children in nursery wear a school sweatshirt. These are available to purchase online at:

<http://www.pbuniformonline.com>

We ask that children wear trouser bottoms that they can get on and off easily. Children need sensible and robust shoes that are suitable for inside and outside play. Velcro is the best option so that children can take their shoes on and off independently. We also ask that children have a pair of wellies that they keep in school on our rack. Please ensure that your child's name is put inside all clothing and footwear to avoid confusion. We love playing and learning outdoors so children need to wear a warm waterproof coat for cold and wet weather.



We ask that children keep a spare set of clothes in a drawstring bag on their peg in case of an accident. We do keep a small stock of spare clothes in the nursery. If your child has been loaned a change of clothing, we would appreciate you washing and returning these items as soon as possible.

'Playing inside and outside'



Structure for school day

Morning session 8.45am—11.45am

Lunchtime session 11.45am—12.15pm, hot lunches are available for an additional cost

Afternoon session 12.15pm—3.15pm

Please see the school website for current prices for sessions, and hot lunches.

Although the children are not statutory school age, our nursery provides the first steps to support children to become secure in daily routines. We therefore ask that children arrive promptly for their session. We feel that it is important for children to attend regularly and to attend the sessions that they are booked in for. We are happy to make changes to sessions on a long term basis but are unable accommodate changes at short notice or for one off sessions.

8:45-9:10am	Registration
9:10 -11:30am	Free-flow
11:30-11:45am	Carpet time
11:45am-12:15pm	Lunchtime
12:15-1:00pm	Outside play
1:00-1:15pm	Carpet time
1:15-2:45pm	Free-flow
3:00-3:10pm	Story

You can apply from when your child is 2 years and 36 weeks

The following link will show you the childcare choices open to you: <https://www.bedford.gov.uk/schools-education-and-childcare/early-years-and-childcare/family-information-service/childcare-choices/>

When your child turns 3 years old

1 Sept to 31 Dec

1 Jan to 31 March

1 April to 31 Aug

When they can get 30 hours from

Term starting on or after 1 Jan (Spring term)

Term starting on or after 1 April (Summer term)

Term starting on or after 1 Sept (Autumn term)

Recommended time to apply

15 Oct to 30 Nov

15 Jan to 28 Feb

15 June to 31 July

'Amazing things happen here'



Early Education and Childcare for 2 year olds

Some two year olds may be entitled to up to 15 hours per week of early education and childcare if their family is in receipt of certain income based benefits. These include:

- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit, and your household income is £15,400 a year or less after tax, not including benefit payments
- tax credits and you have an annual income of under £16,190 before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act or have been refused asylum in the UK (known as 'section 4') the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit).

Early Education and Childcare for 3 & 4 year olds

All three and four year olds get 15 hours of early education per week for 38 weeks a year.

When can my child get their 15 hours?

If your child goes to an Ofsted registered day nursery, preschool, independent school or some childminders, they will receive their funding from the start of the term following their third birthday.

30 Hours Childcare

You may be able to get up to [30 hours free childcare if your child is 3 to 4 years old](#). Click on the link to see if your family are eligible.

'Growing together through friendship, learning and worship'



Communication and Feedback

We believe that developing a good relationship between home and school is fundamental in supporting a child's learning. We use a parent share app called '**evidence me**' to communicate your child's academic progress. We would encourage parents to download this and contribute their own observations. This allows us to celebrate their achievements in and out of school with their peers.

Each term you will be given the opportunity to discuss with a practitioner your child progress. The school will arrange a mutually convenient appointment.



If at anytime you have concerns or queries, please arrange via the school office a time to discuss with the class teacher.

Email: admin@gbpa.org.uk.



Refreshments

Drinks

We encourage children to lead healthy lifestyle, participating in physical activities and eating healthy foods. The children have access to fresh fruit, vegetables and water throughout the day. They take responsibility for setting, tidying and washing up their cups and plates after they have finished. Snack time enhances social skills by encouraging good manners.

We also require each child to bring a named water bottle on a daily basis.



Lunchtime

Children are invited to either bring their own packed lunch or purchase a hot school dinner. School dinners are provided through 'Caterlink' and cost £1.98. To order a school dinner you will need to create an account via our school website. If your child has specific dietary requirements please complete a form available via the admin e-mail so that we ensure that we cater for their specific needs. A sample menu is available on the website.

'Here to help'



Personal Care

Nappies

It is our aim in nursery to develop the children's independence and to support them to be able to manage their own needs. We appreciate that when some children that start in our nursery, they may not be able to toilet independently and will still be in nappies or pull ups. We work closely with parents and carers to support the lead that they have taken.

We ask that you provide a bag with nappies or pull-ups, wipes and nappy sacks. The children will also need a change of clothes in case of accidents. Pull-ups can provide a good next step in children developing independence when toilet training as it enables them to become familiar with the routine of pulling pants up and down.

Suncream

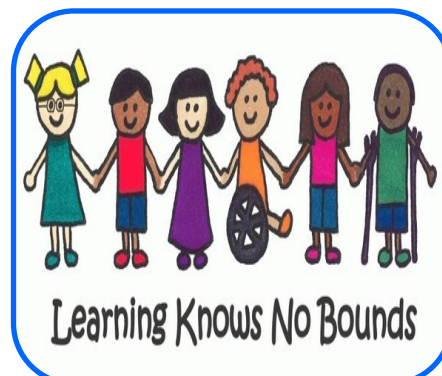
During the summer months, it is crucial that your child wears a hat and sun cream as we spend a lot of time outdoors. We ask parents and carers to apply sun cream before school and to use a type that lasts all day.

‘Encouraging independence’



SEND

All children have individual needs, but at some stage in their school careers a few children may experience difficulties which act as a barrier to their learning capability. These may be considered as Special Educational Needs and Disability (SEND). These children will usually be identified as a result of observations made by the individual class teachers as well as by the regular screening and ongoing assessment procedures established within the school. It is the school's aim to identify the children with special educational needs and disability as early as possible so that they can receive the necessary support and provision. If the class teacher or you yourself has any concerns about your child's development, a meeting will be arranged to discuss the concerns.



'Supporting individual needs'



Housekeeping

Reporting Absence

During the nursery years, your child is not of statutory school age, however, we do require that you contact the school office if your child is off ill. If you know in advance that your child will not be attending one or some of their sessions, please let the school office know. Email admin@gbpa.org.uk

Guidance on Infection Control in School

Public Health England

Illness	Recommended time off school	Comments
Diarrhoea and vomiting	Diarrhoea and or vomiting 48hrs from last episode of diarrhoea or vomiting	
Whooping cough	5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment	Further exclusion may be required for under 5's due to hygiene practices
Conjunctivitis	None	
Glandular Fever	None	
Head lice	None	Treatment required (available from supermarkets and chemists)
Mumps	Exclude children for 5 days after onset of swelling	
Threadworms	None	
Tonsillitis	None	
Chickenpox	5 days from onset of rash	Check vulnerable children and staff

'Working together'



Admissions

Joining Main School

Pupils are admitted to the main school in the September after their 4th birthday.

All applications to Great Barford Church of England Primary Academy must apply via Bedford Borough. The application forms are available on the Bedford Borough website: www.bedford.gov.uk

We are able to admit 30 children into our reception class. If the number of places in a particular year is not sufficient to meet the applications of all the pupils, Bedford Borough will offer places on the following basis:

Category 1: All 'looked after' children or children who were previously 'looked after' but immediately after being 'looked after' became subject to an adoption, child arrangement or special guardianship order.

Category 2: Children living in the catchment area with siblings at the school.

Category 3: Other pupils living in the catchment area.

Category 4: Children eligible for Early Years Pupil Premium, Pupil Premium or Service Premium Funding who currently attend Great Barford Church of England Primary Academy nursery class.

Category 5: Other children with siblings at the school.



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