

Welcome to Alfreton Nursery School

Prospectus



Welcome to our Unique School

Head Teacher- Emma Haywood

Welcome to our prospectus which I hope will give an insight into the life of our amazing school!

We have been rated as an OUTSTANDING school by Ofsted 5 times and are all incredibly proud of this achievement.

We hope to share some of the magic that happens behind our doors to inspire the hearts and minds of our future citizens.

Our core business is to continue to strive to create an inclusive and impressive range of experiences for every child and to build on every child's wellbeing and motivation to learn.

Our highly experienced staff of qualified teachers and Level 3 Teaching Assistants work as a strong team to ensure that all children benefit from a range of activities every day designed to help children to achieve their very best in all areas of the Early Years Foundation Stage curriculum.

We fully embrace the potential of outdoor learning for all children and have developed a sensory environment which challenges and engages children in being imaginative, whilst developing their physical skills. We have established Forest School woodland areas and an outdoor environmental education STEM (Science, Technology, Engineering and Maths) Hive. These are constantly being developed to enable all children to interact with the natural environment and promote a respect for nature. Parents and Carers are always welcome to attend forest school sessions.



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About our School

School Charter

'In our School we believe that every child has the right to an education and that this education should develop children's talents.

Our School believes that we have the responsibility to nurture every child's respect for themselves, others and their environment.'

(United Nations Convention on the Rights of the Child).

Safeguarding

The safety and protection of children is our highest priority

- Designated Lead for Safeguarding and Special Educational Needs Co-ordinator (SENCO)– Emma Haywood
- Deputy Lead for Safeguarding, Designated Teacher for Children in Care and CEOP Ambassador – Amanda Hubball
- Deputy Safeguarding Lead - Laura Dolby
- Deputy Safeguarding Lead- Ruth Heath
- Deputy Safeguarding Lead- Neil Beeson
- Deputy Safeguarding Lead- Louise Ashmore
- Governor Designated Lead for Safeguarding – Gill O'Hagan
- CEOP (Child Exploitation and Online Protection) Ambassador – Peter Ellse (Governor)

If the School staff feel concerned about the welfare of a child, the Child Protection Procedures as detailed by Derbyshire Safeguarding will be followed.

School Values

At Alfreton Nursery School we endeavour to make every child's unique learning journey an inspirational adventure

Awards/Accreditations

In striving to ensure that our practice is exceptional, we seek external assessment from national experts in their field. To date we have achieved the following Awards or Accreditations:

NACE Challenge Award Ambassador School for More Able and Talented

Forest School

Philosophy for Children (P4C)

Metacognition

Carnegie Mental Health in Schools Award (Gold)

Trauma Aware School

Attachment Aware Trained School

British Values Level 4 Qualified Teacher

Inclusion Quality Mark (Centre of Excellence)

Makaton Aware School

Communication Friendly School

Modeshift Travel Smart Gold Award



British Values

The whole school team embraces and teaches British Values. The school recognises the importance of feeling a sense of belonging and pride when it comes to its community. As members of one British family the School helps children to feel a sense of belonging that will lead to them protecting and loving their Country and the people they share it with. The School teaches about the core British Values of Democracy, Rule of Law, Individual Liberty and Respect and Tolerance. Its work on British Values links closely with rights and responsibilities, seeking to empower children, provide them with a voice and eradicate prejudice and ignorance.

Early Years Hub for Derbyshire and Nottinghamshire

Our school proudly serves as the lead setting for the Derbyshire and Nottinghamshire Stronger Practice Hub, acting as a beacon of exemplary practice for other early years settings in the region. We play a pivotal role in facilitating training and sharing best practice across the sector, supporting the development of high-quality provision for young children. Through our leadership, we foster collaboration and continuous professional development, ensuring that early years education is both innovative and inclusive.

Special Educational Needs

We are a fully inclusive school and our environment is skilfully designed to meet the needs of all children regardless of where they are on the learning continuum. We work closely with professionals from outside agencies to help support with the provision for children when appropriate. These professionals include the Educational Psychologist, Behaviour Support staff, Speech and Language Therapists, Community Consultant Paediatricians, Occupational Therapists, Teachers for the Deaf, Teachers for the Sight Impaired and Teachers for Physical Impairment.

All children are celebrated and valued for being unique individuals with their own exceptional qualities.

To find out more either click on this [link](#) or use the QR code to listen to Emma talk about SEND at Alfreton Nursery School .



School Environment

We have an inspirational indoor environment. Our school is open plan and has curriculum zones designed to promote the development of personal and academic achievement.

Creativity is celebrated throughout the school and in every curriculum area.

Our outdoor environment is exceptional and extensive. We place the highest value on enabling children to develop their physical skills and consequently their health and fitness. Our curriculum is based on physical access to learning and on encouraging children to develop a sense of responsibility and appreciation for the natural world.

Our school features two Forest School sites: Granny Greenwood's Woodland Garden with natural elements such as a bug wall, willow tunnels, caves, trees, fruit trees, a shelter, log circle and various habitats; and Forest Fern's Woodland, which includes a pond, willow classroom, log circle, habitat hotels, climbing tree, allotment, greenhouse and Rotunda outdoor classroom.

Our outdoor STEM Hive has an environmental education focus, providing open ended opportunities for the children to explore the relationship between the natural and industrial worlds. Children are nurtured to understand the impact of our daily lives on the planets ecosystems

These inspirational outdoor areas are real adventure spaces for your children to challenge themselves, explore and learn imaginatively, creatively and magically, creating memories that will last forever.

Admissions

We welcome all children and families to our special school. For information on our admissions procedure, please see the school's [Admissions Policy](#). As a maintained Nursery School, we follow local authority guidance.

Charges

We do not charge parents anything for attending our Nursery School. We do ask for a voluntary contribution for snacks (0.20p per day) and £5 voluntary contribution per term if attending the Forest School.



Daily Timetable



8.30am	Start of the school day
8.30am - 11.00am	Cross Curricular sessions, including small group work and free flow indoor and outdoor access
10.00am-11.00am	Snack time
11.00am – 11.30am	Differentiated Story sessions
11.30am	End of the morning session and time for parents/carers to speak to staff informally.
11.30am – 12.30pm	Lunch time
12.30pm	Start of the afternoon session
12.30pm -3.00pm	Cross Curricular sessions, including small group work and free flow indoor and outdoor access
2.00pm - 3.00pm	Snack time
3.00pm – 3.30pm	Differentiated Story sessions.
3.30pm	End of the afternoon session and time for parents/carers to speak to staff informally

Extra Sessions

In an attempt to support the busy lives of our families and provide continuity and high quality provision for children, we offer extra sessions and lunch times in school. The cost of these sessions are £6.45 per hour. This means that it will cost £6.45 for children to stay for a lunch time session (children will need to bring a packed lunch) and £19.35 for children to stay for an extra morning or afternoon session. (Subject to availability).

Uniform

Alfreton Nursery School does not have a school uniform, but we do ask children to come to school wearing clothes that are warm and easy to pull up to support toilet training. The children at Alfreton Nursery School have so much fun that they **will** get dirty, so we ask families to not send their child in any special clothing.



The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum

EYFS Statutory Framework. ... The **Early Years Foundation Stage (EYFS)** sets standards for the learning, development and care of children from birth to 5 years old.

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- **Communication and Language;**
- **Physical Development; and**
- **Personal, Social and Emotional Development.**

These prime areas are those most essential for your child's healthy development and future learning areas.

The other 4 areas are known as The Specific Areas. These are:

- **Literacy**
- **Mathematics**
- **Understanding of the World**
- **Expressive Art and Design**



These 7 areas are used to plan your child's learning and activities. The staff teaching and supporting your child will make sure that the activities are suited to your child's unique needs. The curriculum is designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



Our Nursery also uses Development Matters, 2023, which breaks down The Early Years Framework into specific developmental stages, birth to 3 and 3 to 4 year, to make sure we support and teach to the levels and needs of our individual children.

Development Matters then extends these stages to Reception appropriate levels of learning, which our children will access, as they move through into their next stage of school.

Characteristics of Effective Learning

Children access the Early Years Foundation Stage curriculum through these characteristics:

Playing and exploring- Children investigate and experience things and 'have a go'

- Realise their actions have an effect on the world.
- Plan and think ahead about how they explore and play
- Guide their own thinking and actions, visually, or through communication.

Active learning- motivation – Children concentrate and keep on trying if they encounter difficulties and enjoy achievements

- Participate in routines
- Begin to predict sequences through known routines
- Show goal directed behaviour
- Begin to correct their mistakes
- Make independent choices.
- Bring their own fascinations and interests to their learning
- Respond to new experiences
- Keep on trying when things are difficult

Creating and thinking critically- thinking – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

- Take part in simple pretend play
- Sort Materials
- Review their progress as they try to achieve their goal
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Feel confident about coming up with new ideas and create links within them.
- Concentrate on achieving something that's important to them and be more skilled with their level of attention.



Enrichment and Intervention Groups

During a child's time in school they will experience many of the following skilfully designed and implemented levels of provision:

	Enhancement	Overview
Expressive Arts	Music	Exploring sounds through singing, sound exploration and instruments, with a cultural celebration
	Artful Beats	Whole body and fine motor movements using a wide variety of art media while responding to music
	Musical Movement	Whole body movements leading to cardio exercise while following dance movements to a variety of cultural tracks
Physical	Bend + Balance-	Sensory session based on a book to support vestibular, gross and fine motor skills
	Fine Motor	Round robin session based on practicing specific fine motor skills
	Bike Track	Cardio and vestibular focus
SEND	Sensory Movers	A sensory exploration of physical movement
	Busy Bees	Forest sensory session exploring the natural world around them.
	Bucket Time	Attention and engagement through motivating, visually stimulating activities that encourage communication and social interaction
	Sensory Stars	A sensory exploration of mindfulness
PSED	Love Heart	Calm session that explores emotions and feelings for themselves and others
	Head over Heals Philosophy Dome	Closing the gap through varying pedagogies, designed to support emotion and cognition
	Baking	Sensory sessions that links wellbeing with phonics, maths, physical skills and science (change of state).
STEM	Aspiration + STEM HIVE	Science challenge session based around Reggio STEM focus
	Fred's Friends and Metamaths	Sessions focused on breaking down maths barriers
Literacy	Literacy Target	Sessions focused on breaking down literacy barriers
	Story Suitcase FL	An interactive session based on understanding story sequencing
Communication and Language	Rhythm and Rhyme	Focused language building sessions based around stories and non fiction texts.
	Communication boards	Small groups (max 3) focusing on using their communication boards



Assessment tools

The main school assessment, tracking and data analysis systems which operate in school are designed to inform practice and ensure high rates of progress and high levels of attainment for all children. In addition to these systems the following assessment tools are also in place.

ECAT – a programme designed to assess, monitor and support children at risk of delay with their speech and language development

Ferre Laevers – an assessment system which monitors in great depth every child's involvement and well-being in their learning

Academically More Able Assessment and Tracking Grids

Literacy and Maths Target Assessment and Tracking systems

Forest School Assessment and Data systems

P4C assessment and monitoring systems



Home to School and Community Links

Alfreton Nursery School recognises the significant contribution that the link between home and school makes to every child's education. The school use individual Learning Journals on 'Tapestry' to share every child's learning journey, celebrating their successes and



achievements. The school encourages and embraces Tapestry contributions from parents and family members.

School are happy for volunteers to support garden and outdoor curriculum projects. Parents/carers are also welcome to join their children's Forest School lessons. Please note any regular volunteers are required to hold a current DBS check.

The school often holds special celebratory events which families are welcome to attend.

We are fully committed to support every child to become happy and effective communicators in their own and also the wider community. Hosting and collaborating in a range of events through Education, Business and our local Community is at the core of our belief for each child to be supported and encouraged to participate, engage and invest in society from the beginning.

Some of our events include Grandparents tea dances, Stem open days, Forest School and Harvest celebrations.

Helping children to develop empathy and an empathic mind towards ageism has evolved through our weekly visits to a local care home. This in hand with many other communal events and activities all serve to sow the seeds for supporting and empowering our children to flourish in and along with society.

Social Media

As well as Dojo, school communication includes the Website www.alfreton.derbyshire.sch.uk The school uses Facebook and Instagram to keep the school community up-to-date with latest school news and children's achievements. Newsletters to parents are posted on Dojo and the School holds open consultations termly where parents and teachers can share individual children's progress and achievements.

First Aid, Medicines and Sickness

Any minor accidents (eg a bumped arm or leg) that occur in school are recorded on a digital Accident Form on Meditracker. Parents are informed via email of any minor incidents. In the case of an illness or an accident that is more serious than, for example a grazed knee,



parents will be notified immediately and are invited to collect children early. If your child has received a bump to the head you will receive further information within your Meditracker email.

The school does not administer medicines on site (except for emergency medication i.e. inhalers for asthmatic children or epi pens). We ask that children who are unwell are not brought in to school if they are unlikely to be able to manage their Nursery session.

Please refer to the school's medicines and first aid policy (located on the School website) for guidance on sickness and absence from school. Generally if children are not suffering from a contagious condition and are well in themselves, we welcome them in School. There are a few exceptions to this rule and the necessary details can be found on the School website, under 'School Information'.

We have a number of qualified First Aiders on site at all times.



Mental Health First Aider

Amanda Hubball is our fully trained Mental Health First Aider. Mental health and well-being for all families is the highest priority and Amanda is available to speak to you about any matters which are causing you or any members of your family sadness or anxiety.

What the Parents and Children Think of Our School

Children:

“This is like my home”

“I love going to Nursery”

“Nursery is soooo exciting”



“I always want to go to Nursery. It’s the best”.

Parents:

‘I didn’t know schools like this really exist. I never thought I’d trust anyone to care for my child, but this team is amazing. My child is safe in every way – emotionally, physically, spiritually and ultimately educationally. She has made unbelievable progress and I feel so incredibly lucky to bring her to this beautiful place’.

Community Cohesion

Parental and community engagement are fundamental to Alfreton Nursery School’s success. Below are activities/events available to our whole school community.

Craft days, support the skills and small businesses of parents.

Community and Charity days ie Celebrating British Values through Poppy Day, St Georges Day, Unicef ‘Day for Change’.

The school links with many local businesses ie Cosy (supporting product development), Tesco etc, offering opportunities for engagement.

Other local organisations ie the local Library, Black Shale (local art opportunities) and the Rotary Club support the School.

The school engages with local clusters of Schools.

Our school has strong partnership links with local businesses using recycled resources to support with our curriculum offer.

Complaints

Any complaints should first be directed to the Head Teacher, Emma Haywood who will always listen and attempt to resolve any issues that may have occurred. If she is not available, please ask to speak to Amanda Hubball. Please see the school’s Complaints Policy for further information.



We hope you have enjoyed reading our prospectus. If you have any questions relating to what you have read, please contact the school or approach any member of staff who will be delighted to help you.

Thank you, from all of the staff and Governors at Alfreton Nursery School



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