



**Myton Park
Primary School**

Early Years Booklet

Academic Year 2025-2026

Myton Park Primary School
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Head Teacher Mrs Alison Morgan



Welcome

We are pleased to welcome you and your child into Myton Park Nursery. We hope that you will soon feel that you belong here, know and understand what Nursery is all about and enjoy the experiences we invite you to share with us. This booklet gives you a brief insight into our Nursery, with basic information which we feel would be useful to you.

Please feel that I and the whole staff team are always here for you if you would like to talk about your child or Nursery, to ask any questions or to discuss any problems.

Vicky Miller
Foundation Stage Leader

The Early Years Team



Miss Vicky Miller
Foundation Stage Leader/Reception Teacher

Mrs Michelle Dobson
Nursery Teacher



Mrs Natalie Kushnerenko
HLTA



Mrs Tina Devine
Teaching Assistant



Mrs Jenny Ashcroft
Teaching Assistant



Myton Park Foundation Stage is made up of 2-year group classes, Nursery and Reception. Children start in our Nursery class as soon as possible after their 3rd birthday if a place is available. Places are allocated in line with our Nursery admission policy (see appendix 1).

The Foundation Stage is a distinct phase of education, which follows its own curriculum and places learning firmly within a context of play. Our staff are skilful, highly trained practitioners who are knowledgeable about how children learn, about child development in care and is committed to Nursery. We work together as an integrated team.

Our nursery is a 39-place nursery which means we can accommodate 39 children at each session (morning and afternoon). In addition to the morning and afternoon sessions we offer all-day places. Where possible we try to accommodate our family's needs. Children will be allocated a morning, afternoon or two-and-a-half-day nursery place.

Our Reception class can accommodate 30 children. Stockton Borough Council allocates these places in line with their admissions policy.

Prior to your child starting with us we will invite you to a meeting to meet Nursery staff, discuss our routines and expectations, have a look round our school and answer any general questions you may have. Following this, we will arrange to visit you and your child at home when a short questionnaire about your child will be completed. It will also be a chance for your child to meet a member of Nursery staff within the home environment. A date for you and your child to visit Nursery will be arranged together with a start date.

Nursery Sessions and Timings

Option A	5 mornings 8.45am – 11.45am
Option B	5 afternoons 12.30pm – 3.30pm
Option C	Monday and Tuesday 8.45am – 2.45pm; Wednesday 8.45am -11.45am
Option D	Wednesday 12.30pm – 3.30pm; Thursday and Friday 8.45am -2.45pm
Option E	Monday to Friday 8.45am – 2.45pm

All children are entitled to 15 hours free nursery provision. In addition to this we have a limited number of 30-hour free nursery places. The times shown above are the 15/30-hour allocation. There is an option for children to attend until 3.30pm (if not part of their daily hours) and this will be charged at the hourly rate of £4.97. If your child attends all day and requires a school lunch this is available at a cost of £1.57 per day. Alternatively, he/she can bring a packed lunch.

Please arrive as near as possible to these times as the children go straight to their groups for registration. It is during this session that the staff will explain what is happening in Nursery that day and also lots of discussion and teaching work takes place at this time. **It is therefore very important that your child arrive at Nursery on time.**

We offer wraparound care in school.

Breakfast club 7.30am – 8.40am

After school club 3.30pm – 4.30pm

After school club 3.30pm -6.00pm

Please speak to a member of staff if you would like more information.



Reception Timings

The Reception doors open from 8:40am and registration closes at 8:50am. Children will access the classroom from the Early Years outdoor area. The school day finishes at 3.20pm.

We want your child to be happy here because we believe that children learn and develop best when they feel secure and happy. Please feel that you are welcome in school, and that your questions and comments will always be valued. We place great importance on the role of parents, carers and grandparents in the education of the children and believe strongly in creating a positive working partnership between home and school. We provide a broad and balanced curriculum with a wealth of experiences for the children and aim to develop the children's confidence to become independent learners with enquiring minds.

Right from the start

Nursery experience is often a child's first venture alone into the larger world outside family and the home. What children experience and learn in nursery can create strong and lasting foundations on which to build in later life. We believe it is essential that these first experiences are of the highest quality. By working in partnership with parents we aim to provide a stimulating, challenging environment which is a warm, friendly extension of home; where children and adults can explore, have fun, play, talk and learn together, developing as happy, confident and independent individuals within our community.

Comings and Goings

At first Nursery may seem a very big strange place to your child. Please be patient if at first your child seems reluctant to leave you – a quick definite "goodbye" is best. Reassure them that you will be back soon to see what they have been doing in Nursery.

It is really important that you collect your child on time – **If anyone other than a parent is coming to collect your child please let a member of staff know or contact the school office. Under no circumstances will we hand over a child to any adult other than parents and those named on the contact form unless advised by parents and a password is provided.**

Key Workers

Your child will be allocated a Key Worker on entry to Nursery. This is the member of staff who will be responsible for observing, reflecting, assessing and recording your child's progress. You will be advised of your child's key worker at the welcome meeting.

Just Playing?

A high-quality Nursery education is about much more than colours and shapes, numbers and letters. It is about learning to be confident, strong and curious. It is about developing children's natural joy and wonder at the world they live in. It's about having a positive attitude, forming positive relationships and believing in yourself. If children can learn to "have a go", learn from mistakes and try again, they will succeed in their future learning.

Young children learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating – in other words playing!



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 – please make allowances. You'll want to know what your child has been doing at Nursery.

"What did you do at Nursery today?"

"Don't know – nothing – just playing", are common replies. Sometimes children make something, draw or paint, so you can see what they have done. Whatever they have done, please don't compare your child with anyone else, or put them under any pressure to make something for you – it's so easy to knock their self-esteem.

The Early Years Curriculum

So, what have they really been doing and how will they learn if they are "just playing?"

Young children learn from everything around them – the people, the environment, the atmosphere, the routine, the experiences. All of these elements of the Nursery make up "the Nursery Curriculum". All aspects of children's growth and development are woven together, but it is interesting to look at the different areas of learning separately to understand how young children learn.

The Early Years Foundation Stage (EYFS) describes the following areas of learning, with 17 "Early Learning Goals" to be aimed for by the end of Reception. The EYFS describes 3 "prime areas of learning" – the 3 most important areas for all other learning. These are:

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

The 4 other "specific areas of learning" are:

- Literacy;
- Mathematics;
- Understanding of the World;
- Expressive Art and Design.





Personal, Social and Emotional Development is about:

- Forming meaningful relationships with other children and adults;
- Having respect for other people;
- Being an individual and also belonging to a community;
- Being able to express and cope with your feelings and emotions;
- Becoming independent and helping others;
- Being able to make choices and take responsibility;



- Developing a sense of fairness, what is right and wrong;
- Understanding appropriate behaviour;
- Respecting and being able to empathise with other;
- Having feelings of wonder and joy;
- Sharing and celebrating festivals, traditions and special occasions.



Physical Development is about:

- Developing confidence and independence through achievement;
- Learning to use tools competently;
- Learning co-ordination and control;
- Building confidence, stamina, energy and strength;



- Learning to move in a variety of ways;
- Expressing yourself through movement;
- Understanding the importance of exercise;
- Learning to make healthy choices about food, and taking care of ourselves and our body.



Communication and Language is about:

- Developing confidence to be able to express your opinions and make your own choices;
- Talking, listening, discussing and recalling experiences in a range of different situations;
- Being able to describe and explain things in your own words, using your own ideas;
- Listening to stories, anticipating what might happen and responding appropriately to the story;
- Listening and following instructions, and being able to answer questions appropriately;





Literacy Development is about:

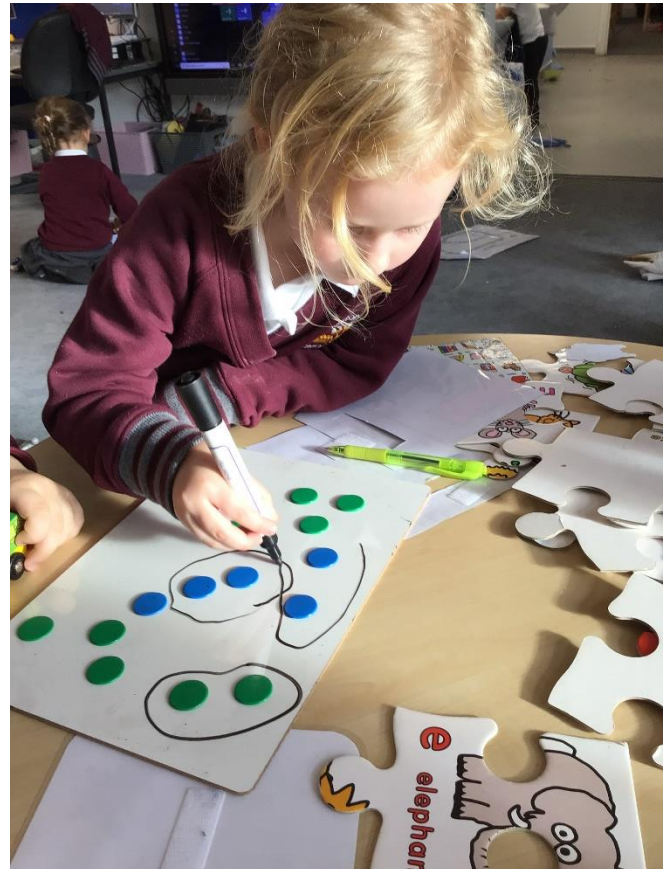
- Believing in yourself in a reader and writer and developing the skills to become one;
- Enjoying stories and a wide range of reading materials eg books, poems, print in the environment;
- Learning to recognise letters and the sounds they each make;
- Learning to make marks and give meaning to those marks.





Mathematics is about:

- Appreciating pattern and relationships in mathematics;
- Logical thinking;
- Exploring, comparing and describing shapes, quantities height etc;
- Finding ways to solve mathematical problems eg estimating and measuring;
- Learning to use and understand mathematical language;
- Counting, understanding and using numbers;
- Calculating simple addition and subtraction problems.



Understanding The World is about:

- Exploring the local environment;
- Finding out about the past;
- Developing and understanding of travelling to other places, distance and maps;
- Using technology – making models in a variety of ways;
- Planning, making and designing things;
- Exploring and solving problems;
- Using ICT for a range of purposes;



- Exploring, experimenting and having ideas;
- Being curious – wondering why, how, what if...;
- Understanding how and why things happen;
- Observing carefully and closely;
- Experiencing and changing materials;
- Sharing the joy of finding out things with your friends.



Expressive Arts and Design is about:

- Representing and communicating your thoughts, ideas and feelings in a variety of ways eg art, music, movement and dance, language and design and technology;
- Expressing yourself through a wide range of media eg paint, clay, drawing, 3D materials;
- Imagining, expressing and creating;
- Having original ideas and thoughts.





Phonics

Phonics is developed using a programme called Read, Write, Inc. (RWI). This programme is an inclusive synthetic phonic programme for all children learning to read. It is aimed at children reading during EYFS and Year 1 and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions occur each day with no exceptions, as the continuity and pace of the programme is accelerating the progress of children's reading development.

Uniform/Clothing

We have a uniform for our Nursery children consisting of a sweatshirt and a cardigan in the school colour (burgundy), a white polo shirt and grey skirt or trousers. When choosing shoes for Nursery please make sure that your child can put them on without help. Velcro fastenings allow children to be both quick and independent. Summer uniform consists of a yellow gingham dress and school cardigan for girls and grey short for boys. Open toed sandals are not permitted due to Health and Safety.

We have several messy activities within Nursery and although the children do wear protective aprons whilst using glue, paint etc accidents can and do happen.

Partnerships

When your child comes to Nursery we build on the foundations which you have laid and will continue to develop at home within your family. You are the most important people in your child's life and always will be, so we need your help to ensure that your child progresses and reaches their potential.

Snack

At each session children are offered a drink of milk or water and a snack. Snack varies but is always healthy. It could be fruit or vegetables.

Toothbrushing

All children in EYFS brush their teeth daily at the beginning of each session. All toothbrushes are labelled with the child's name and are changed on a regular basis. Regular visits are made by Oral Health.

Parental Concerns

Our governing body has established a procedure for considering complaints from parents relating to the curriculum and other related matters. As the first stage in such matters, we encourage parents to raise any concerns they might have with the Nursery staff. We would also welcome any positive comments, compliments or suggestions to help provide a better service. Details of the formal complaints' procedure are available on the school website/school office. Our Head Teacher, Mrs Williams is always available for parents to speak to.



Medicine

As a general rule children who have been prescribed medicines eg antibiotics are recovering from an illness and are not well enough to come to Nursery until the course of medication has been completed. However, if your child requires medicine at Nursery, please see a member of staff.

Safeguarding

Parents and carers should be aware that the school has a duty to take reasonable action to ensure welfare and safety of all its pupils. Mrs Williams is the school's Designated Safeguarding Lead. All visitors to school will need to sign in and wear a visitor's badge whilst in Nursery.

Behaviour

We aim to promote an atmosphere of caring, self-control and co-operation between all children. Regular circle time activities help to promote positive relationships and develop social skills. Praise and rewards are given to children who follow the golden rules.

Assessments and Records

In Early Years and across school children are assessed using Insight. Insight is an online assessment system designed to accurately record children's knowledge, skills and learning behaviours. This establishes starting points on entry and is used for tracking documenting and reporting evidence of children's learning throughout Nursery and Reception. It is used to track progress over time. Parents will have the opportunity to discuss their child's assessment with the class teacher. At the end of the Reception the children are assessed against the Early Years Foundation Stage Profile (EYFSP).

Parents are informed of their child's progress during consultation evenings held twice yearly and a written report indicating progress is sent at the end of their time in Nursery. However, should you be concerned about your child's progress please speaks to a member of staff – there is no need to wait until parents evening. When he or she leaves Nursery, this record will be passed onto the Reception class teacher. This means the Reception class teacher can be really well informed of your child's capabilities and achievements.

Absence

Holidays

If you are planning a holiday during term time please complete a leave of absence form. These are available from a member of Nursery staff or via the school office. The school's Attendance Policy is available on the website.

Illness

If children are not well, they are better off at home – whatever they say. If you are not sure, check with the Nursery staff.

Sickness and Diarrhoea

In the case of tummy upsets it is vital that children stay at home for 48 hours after the last incidence of sickness/diarrhoea to prevent it spreading to others.

**Headlice**

Please check your child's hair regularly and if you find any signs of headlice treat the whole family and inform Nursery.

Asthma

Nursery staff need to know if your child suffers from asthma and if an inhaler is used we need to keep one in Nursery labelled with your child's name. Please see a member of staff for the relevant form.

Childhood Infectious Diseases

There are lots of common infectious diseases which your children will invariably have at some time perhaps at Nursery. Please let us know as soon as you suspect an infection or have a diagnosis so that we can inform other parents. We can also advise you about the minimum exclusion period.

People in school

Head Teacher	Mrs Alison Morgan
Deputy Head Teacher	Mrs Vikki Boddy
School Business Manager	Mrs Aileen Mather
School Administrator	Mrs Jacqui McGahon



Nursery Admissions Policy

Myton Park Primary School has a 78 placed nursery for 4- and 3-year olds. Children are normally admitted to our nursery in the September following their third birthday, however, depending on the number of places available, children may be admitted to the nursery immediately after their third birthday.

We follow Stockton on Tees Admissions Policy when offering places: -

Priority is given to 4 year olds who are not in a nursery where:

1. They are not resident in the admission zone of the school but have a sibling attending the school at the time they take their place in nursery.
2. Resident within the admission zone
3. Not resident in the admission zone of the school and for whom it has not been possible/appropriate to allocate a place at their admission zone school and the school for which the parent is applying is deemed appropriate;

Where there are vacancies remaining, up to the set admission number of 39 full time equivalent places, places will be allocated in the following order of priorities for 3 year old children:

1. The child has direct sibling links (brothers/sisters/step-brothers/step-sisters) already attending Myton Park Primary School
2. The child's permanent residential address is within the admission zone for Myton Park Primary School. Please note that it is now school policy to request one or more of the following documents to establish proof of residency, child benefit letter, council tax bill, utility bill.
3. Any remaining places will be offered to children, in date of birth order, living outside the admission zone for Myton Park Primary School who are on the waiting list.

Parents are invited to put their child's name down on our waiting list.

Please note that admission to the Nursery at Myton Park Primary School does not guarantee a place in our Reception class.