

# Bensham Grove Nursery School

Contents	Page
Welcome to Bensham Grove Nursery School	2
General Information	3
Structure and Organisation	4
Admissions Information	5
Home and School Working Together	6
Behaviour, Health and Welfare	7
The Nursery Curriculum	8
What Happens in Nursery	9
Moral, Religious and Sex Education	10
Complaints Procedure	11



# Welcome to Bensham Grove Nursery School



This booklet has been produced to provide information about Bensham Grove Nursery. It provides a basic framework of what we do and our aims and objectives, if you need any further information, please do not hesitate to contact the school.

We hope that your child's time with us will be happy and successful.

Information in this prospectus is produced in accordance with the SSF Act 1998, the Education regulations 2002 and DfES/0269/2002 guidance.

The particulars contained in this prospectus are correct in relation to the year 2006/2007. It cannot however be assumed that there will be no changes before the start of or during the said year in relation to subsequent school years.

## GENERAL INFORMATION

Name and Address: Bensham Grove Nursery School  
Sidney Grove  
Gateshead  
NE8 2XD

Telephone / Fax: 0191 4334090

Number of places on roll: 80

Number of children per session: 40

Age range: 3 to 5 years

### THE STAFF

Head Teacher: Miss Karen Little, Cert.Ed., M.Ed.

Teacher in charge: Mrs Margaret Metcalfe  
Cert.Ed., D.A.E.S., Adv.Dip.Ed

Nursery nurses: Mrs Helen Barrass, N.N.E.B.  
Mrs Deborah Lively, BTEC Early Years  
Mrs Lorna Smith, BTEC Early Years

Secretary: Mrs Anne Pitchers

Caretaking staff: Mr Paul Caffrey  
Mrs Sonja Currie

Bensham Grove Nursery School is maintained by Gateshead Council

Learning and Children  
Group Director Learning and children  
and Director of Children's Services  
Mrs Maggie Atkinson  
Civic Centre  
Regent Street  
Gateshead  
NE8 1HH  
Telephone: 0191 4333000

Chair of Governors: Mrs Jean Pringle  
C/o the school

Parent Governors: Sarah Brown  
Lorna Dyer  
Fiona Gawn  
Karen Sparkes

# STRUCTURE AND ORGANISATION

## YESTERDAY AND TODAY

Bensham Grove Nursery, established in 1929, has a long tradition of providing quality education being one of the first Nursery Schools to open on Tyneside. The original building was destroyed by fire and replaced in 1969. Today it is the only maintained Nursery School in Gateshead and provides free nursery education for families living in the borough.

In September 2004, we extended our services to provide full time and part time day care sessions for children aged 0-5 years. The school moved to purpose built premises in December 2004. The school and Neighbourhood Nursery are part of a designated Children's Centre providing integrated education and care.

The majority of children attend either five mornings or five afternoons each week.

## SESSION TIMES

Morning Session: 9.00 a.m. – 11.30 a.m.

Afternoon Session: 12.45 p.m. – 3.15 p.m.



Times are flexible, as it makes for a happier start to the session if families are not rushed. Please let us know if you cannot collect your child yourself or are delayed.

## EQUAL OPPORTUNITIES FOR EVERYONE

We are committed to a policy of multicultural, anti racist education. Hand in hand with this policy goes a belief in equal opportunities for girls, boys, and any child with a physical, social or emotional disability, covering all areas of the curriculum.

Every opportunity is taken to make provision for children with special educational needs and to integrate them into the nursery.



## THE ENVIRONMENT

The Nursery is open plan, divided into areas for Creative, Imaginative, Construction, Discovery and Quiet activity. Outdoor provision enables children to meet safe physical challenges, to practice physical skills and explore the natural world.

The outdoor environment provides a stimulating variety of activities in which the children have the opportunity to develop their full potential. Educationally it is ideal, affording opportunities for physical, intellectual, social and emotional growth.

## ADMISSION INFORMATION

Any child who has reached the age of three by 31 August 2005 may be considered for admission to the school from September 2006

Parents are invited to contact the school once their child has reached two years of age to express their interest in admission from September 2006. However parents are reminded that the actual application process does not commence until 26 September 2005 for admission from September 2006 when parents can contact us for an application form. Applications are returnable by 2 December 2005.

Children are usually admitted after their third birthday, or later when a place becomes available.

The Nursery follows Gateshead Local Education Authority admission Policy. Priority is given to older children within the criteria for admission.

Applications are considered in the following order:

- ❖ Whether the child lives in the catchment area
- ❖ Children who live in Gateshead but who have an older brother or sister at the Nursery
- ❖ Other children who live in Gateshead
- ❖ Children who live outside Gateshead but only if places are otherwise likely to remain available during the academic year



Parental preference to attend morning or afternoon sessions is accommodated as far as possible

Once an offer of a place is made at the nursery an opportunity for staff to visit each child at home is offered to all families prior to admission.

In general, it will be normal for places to be allocated on the basis of part time attendance; in exceptional circumstances children may be offered a full time place. This should be discussed with the Head Teacher in the first instance.

The Nursery provides a secure and caring environment, which allows all children to develop their learning potential and social skills to the full. To achieve this, the school aims to identify the individual needs of each child recognising that children with Special Educational Needs have a right to a broad and well balanced education.

Every opportunity is taken to make provision for children with Special Educational Needs and enable them to be fully integrated into the Nursery. Extra support is sought for any child as and when it is needed. This support can take different forms depending on the needs of the child. A Special Needs Co-ordinator oversees such support working closely with the nursery team and with parents.

Bensham Grove Nursery School is not attached to any Primary or Infant School therefore parents must make their own arrangements to ensure their child is admitted to reception class of the school of their choice.

Families are welcome to come along for short visits. The best times are between 10.20 – 10.50 a.m. and 2.15 – 2.45 p.m.

## HOME AND SCHOOL WORKING TOGETHER

The staff at Bensham Grove Nursery aim to make sure that parents feel welcome, at ease and appreciated in the Nursery being aware of the important role they play in the education of their child. We try to visit all the children at home before they join us as this helps us all to know each other so much quicker. Settling in can take a short time or be extended depending on your child's needs. All children will need a familiar adult to stop for a little while. Time spent at the beginning will have great benefits later as children cannot learn if they feel unhappy or afraid.

We discourage sweets / crisps but comforting toys are very welcome.



It is helpful if your child is able to

- ❖ Recognise and put on their coat
- ❖ Go to the toilet alone
- ❖ Wash and dry their hands

Do not worry if your child has not totally mastered all these skills yet. Please

- ❖ Label all clothing and avoid "difficult" fastenings, earrings, etc.
- ❖ Bring a birth certificate or medical card for your child on entry
- ❖ Contribute two pieces of fruit each week

Free milk is provided each session for all the children.



## WHAT TO WEAR?



Starting Nursery is a very big step towards independence, and familiar, comfortable clothes can help a great deal. We play outside most sessions so sturdy shoes that are good for running and climbing are best. The Nursery has attractive sweatshirt tops and T-shirts with the Nursery logo in a wide range of colours.

## HELPING IN SCHOOL

Parents are very welcome to help in the Nursery on a regular basis working alongside staff. Playing with an interested adult is one of the principal ways in which young children learn and all the children will benefit from your involvement.

There are many ways of getting involved, here are a few suggestions ~

- ❖ Share your work, hobby, skill or sport with us
- ❖ Bath your baby in the home area
- ❖ Cook or garden with a small group
- ❖ Read or tell stories
- ❖ Repair toys and equipment – or
- ❖ Simply STAY and PLAY

\*\* We recycle and collect anything interesting!

## **BEHAVIOUR, HEALTH AND WELFARE**

The Nursery encourages every child to respect the rights of others and appreciate that everyone has needs. Qualities of honesty, kindness, thoughtfulness and fair play are strongly promoted. For children to grow and prosper we believe that they need a friendly environment that makes them feel secure and appreciated. We provide consistency from all adults and a common set of expectations and limits.

Staff keep calm and deal with situations as they arise, reinforcing positive behaviour at all times. If a child is being particularly disruptive, aggressive or endangering themselves or others then the following procedure is adopted, as appropriate:

- ❖ The child is made to sit quietly (within the play area) until s/he calms down
- ❖ The incident is calmly explained to the child quietly and rationally
- ❖ After a few minutes the child is allowed to rejoin the play
- ❖ If a child is continually disruptive then parents are informed and involved in discussions to try to alleviate the problem

Please ask to see the written policy on behaviour if you would like any further information.

### **JEWELLERY AND TOYS**

To avoid loss and disappointment it is recommended that children do not wear jewellery or bring toys to school. Studs should be worn in pierced ears as injuries can be caused quite accidentally to children wearing earrings. Guns and war toys are disapproved of as we strive to use only toys that make learning fun and positive.

### **WHEN YOUR CHILD IS UNWELL**

If your child is unwell then s/he is best at home, if unsure then always leave a contact number at the Nursery, you may ring us at any time for reassurance if you have any concerns after leaving. It is the policy of the school not to hold medicines on the premises, however if your child has standby medication, an Asthma inhaler for example, please discuss this with the staff. Allow 48 hours before returning to school if your child has vomiting and / or diarrhoea. German Measles can cause deafness in the unborn child and it is essential that you inform the school if your child develops this illness in order that all can be informed.

### **SAFETY AND SECURITY**

The Nursery has very comprehensive Health and Safety guidelines and great care is taken in supervising the children at all times during both inside and outside sessions.

All accidents and children who require a change of clothing are recorded and always cared for by the permanent staff.

Please always use the main entrance to Nursery. The visitors' car park can be used when dropping off or collecting children.

**Smoking is not allowed** in the school buildings or grounds.

## THE NURSERY CURRICULUM

Central to the work of Bensham Grove Nursery is the creation of a caring and secure environment and the promotion of equality of opportunity in which everyone should feel welcome, secure and confident at all times. Every child is unique with an individual pattern and timing of growth and development. Different levels of ability, development and learning styles are expected, accepted and used to design appropriate activities. The staff value these wise words from Cathy Nutbrown and plan the curriculum accordingly:

*Children are complete and whole persons. They are not divided into parts which need to be educated, parts which need to be cared for and parts which need to be healthy. Ensuring their health, care and education requires a holistic approach. Children need to grow up in a caring, educational and healthy environment. Their quality of life must embody these things.*

Threads of Thinking (1984)

We aim to provide a curriculum for children that will contribute to the all round growth and development of every child.

We believe that young children learn most effectively

- ❖ Where they feel secure
- ❖ Where they are offered appropriate activities for their stage of development
- ❖ Where they feel free to use all their senses to work things out and explore
- ❖ Where they have access to a broad and balanced curriculum

### TIME TO PLAY

For young children the way to sound learning is through quality playing.

Play provides endless opportunities for children to practice and acquire knowledge.

The Foundation Stage curriculum is organised into six areas of learning and is based on strong principles for early years education. The six areas support the planning of activities and experiences and provide a framework for the early years curriculum. Children's learning is not divided up into areas and one experience provides opportunities to develop a number of competencies, skills and concepts across several areas of learning.

Well planned play both indoors and outdoors is a key way in which young children learn with enjoyment and challenge. Indoors and outdoors together make a complete learning and teaching environment.

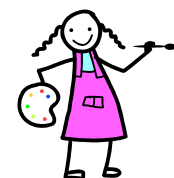


## WHAT HAPPENS IN NURSERY?

Toys and equipment are grouped together by kind, to be accessible and labelled so that children can easily find what they need. There are plenty of opportunities for children to make choices about what they want to do, who they are going to do it with and enough time to finish their activities. Staff encourage all the children to clear equipment away when they have finished in order that they see themselves as making a special contribution to the well being and comfort of everybody. How we feel influences everything we do and it is important that children's emotional development is nurtured and staff plan many opportunities for co-operative and group play. There are times each session when the children come together with their key worker to join in with a staff initiated group activity.

The Nursery activity areas include:

- ❖ **A comfortable, attractive book area** where children can look at books, listen to stories on tape, make-up or re-tell stories using puppets.
- ❖ **Sand - wet/dry and Water play** with a range of accessible bought and improvised equipment.
- ❖ **Malleable materials** such as clay, dough, cornflour and water etc. with a range of equipment. Food preparation and cooking.
- ❖ **A mark making area** to encourage early attempts at writing. Children use a wide variety of papers and tools.
- ❖ **Role-play areas** that enable children to experiment with different roles and relationships. We include lots of real-life things – “pretending” provides endless opportunities to help children to express their emotions and feelings and understand their world.
- ❖ **Creative activity areas** with a range of materials to choose from for painting, sticking, printing, joining, etc. children are encouraged to develop their own ideas and given plenty of opportunities to select and mix media.
- ❖ **Music and movement opportunities** include singing, playing and listening to a wide range of instruments, and listening and moving to recorded music.
- ❖ **Small and large construction materials** including bricks made from different materials, a variety of kits, which connect in different ways and woodwork using real, small tools.



- ❖ **Mathematical and scientific equipment** such as scales, matching, sorting, and measuring equipment, games, puzzles, magnifiers, magnets, mirrors and collections of interesting things to handle. Children are able to explore and handle living things and technology – using the computer and programmable toys.



**Displays** are designed to stimulate curiosity and discussion and reflect what the children are learning about in nursery.

**Outside play area** - the outdoor learning environment provides rich opportunities for personal discovery and learning. During outdoor play all a child's senses are engaged.

## **MORAL, RELIGIOUS AND SEX EDUCATION**

We aim to meet the spiritual needs of each child by creating a secure, caring relationship between the staff and children and a rich stimulating environment.

Staff plan for and support opportunities which:

- ❖ Enhance the spiritual, emotional and moral development
- ❖ Create a sense of awe and wonder through practical experiences
- ❖ Develop reverence for life, living creatures and plants
- ❖ Develop awareness of self worth
- ❖ Develop independence and ability to make choices
- ❖ Love and care for each other
- ❖ Develop an awareness and appreciation of the religious and cultural background of others.

A selection of Traditional stories from the Bible and other religious sources are told and simple celebrations are held.

No formal sex education is given. It is possible that the subject will arise incidentally during the children's play and factual answers using the correct vocabulary will be given appropriate to the situation and stage of understanding.

### **IN CONCLUSION** the lovely words of Robert Fulgrum on life and learning ...

Most of what I really need to know about how to live, what to do and how to be I learned at Nursery School.

Wisdom was not at the top of the university mountain, but there in the sand-pit  
These are the things I learned –

Share everything. Play fair. Don't hit people. Put things back where you found them.

Clean up your own mess. Don't take things that aren't yours. Live a balanced life.

Say you're sorry when you hurt somebody. Wash your hands before you eat.

Learn a bit and think a bit, and draw and sing and dance and play and work every day.

Take a nap in the afternoon.

When you go out into the world, watch for traffic, hold hands and stick together.

Be aware of wonder.

Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows why, but we are all like that. Goldfish and hamsters and even

the little seed in the plastic cup – they all die, so do we. And then remember one of the first words you learned to read, the biggest word of them all – Look. Think what a better world it would be if we all had biscuits and milk about three o'clock every afternoon and then lay down on our blankets for a little sleep. Or if we had a basic policy always to put things back where we found them and cleaned up our own messes; And it is still true, no matter how old you are, when you go out into the world it is best to hold hands and stick together.  
C. 1986 Robert Fulgrum. Condensed from Kansas City Times (17.09.86)

## **COMPLAINTS PROCEDURE**

If you have any problem or concern please contact the Head Teacher immediately. Gateshead Council defines a general complaint as an expression of dissatisfaction, however made, about the standard of service, actions or lack of action by the council or their staff affecting an individual or group of individuals.

Any person who has been unable to resolve an issue with a school or who considers that the Council has not maintained a high enough standard of service may write to the Director of Education setting out the complaint. The letter will be acknowledged and a full response made following any necessary investigations within 28 working days.

### **STARTING INFANT OR PRIMARY SCHOOL**

In Gateshead, the majority of children start school in the September Term of the year when their fourth birthday falls before August 31<sup>st</sup>.

The Nursery does not register children with any Infant or Primary school; therefore parents should contact the schools of their choice directly.

The LEA Information Booklet is available from Nursery, which provides general information about schools in Gateshead and about a number of policies operated by Gateshead Local Education Authority.

