



Leicester Islamic Academy



The Leicester Islamic Academy Nursery Prospectus 08/09

Our Mission



Each pupil is seen by The Leicester Islamic Academy as being of equal worth and deserving of the schools best efforts. The school as a whole is committed to excellence. All members are encouraged to realize their full potential and worth in order to take their place as responsible and contributing members of the wide society.

The Early Years Foundation Stage Vision

" We believe that childhood is a time of play, and through play we discover the excitement of learning, the rewards of achievements and acquire our life skills. The nursery with its bright, colourful, noisy, well planned, busy environment encourages the children in the development of skills, attitudes and understanding that will help them to live full, satisfying lives and become confident, useful, active members of a diverse constantly changing society. "

Curriculum Guidance for the Foundation Stage and Early Years Foundation Stage (EYFS)
(QCA 2000, EYFS 2008)

We aim to provide:

- A secure, safe, supportive and stimulating environment
- Opportunities for everyone to achieve their full potential
- Opportunities to develop a sense of achievement built on success
- Opportunities to develop confidence and self esteem
- A secure Islamic foundation



Parents in Partnership at school and at home



" Effective teaching requires working in partnership with parents because parents continue to have a prime teaching role with their children. When parents choose to use the early years services, they want to know that

provision will keep their child safe and help them to thrive. The EYFS is the framework that provides this assurance"

(Curriculum Guidance for the Foundation Stage QCA 2000, EYFS 2008)

This booklet is to welcome you to our Foundation Stage (nursery) at the Leicester Islamic Academy. We firmly believe that learning does not just occur in school. We believe that by working in partnership with parents we can offer the best possible provision for our children. We like to keep our parents informed about the topics we are covering by sending weekly and termly news letters and also ask to reinforce learning at home eg. recognizing colours/shapes, collecting objects or finding certain information at home.

Some ways in which our parents can take part in making our nursery a welcoming and stimulating place for children and parents are:

- By exchanging knowledge about their children's needs, activities, interests and progress with staff
- By helping at sessions of the nursery
- By sharing their own interests with the children
- By helping to provide, make and look after equipment and materials used in the children's play activities
- By joining in community activities in which the setting takes part
- By building friendships with other parents

Parents of children in the nursery receive a school report twice a year which reports Communication, Literacy and Language Development, Mathematical development, Personal, Social and Emotional Development, and other curriculum experiences covered. We also hold a parent's meeting once a year where parents have the opportunity to discuss their child's progress in all areas of development. In addition, parents are encouraged to communicate with teaching staff about concerns and successes on an informal, daily basis throughout the year.

At Home

We encourage parents to share books with their child at home, talking about the pictures, and also to join in with stories and rhymes that they may know. Occasionally children are issued with play packs to share with parents, carers, brothers and sisters.

Settling in



We want our child to feel happy and safe with us. To make sure this is the case, the staff will work with you to decide on how to help your child to settle into our nursery. We feel it is unwise to stay with your child for too long as this only prolongs the settling in period. Please try to help us by encouraging your child after a day or two to stay on their own. Our nursery has a settling in policy about helping children to settle in and a copy is enclosed in this prospectus.

We would really appreciate if you could fully potty train your child before they join us, however, we are equipped to deal with occasional accidents. In the nursery, children are admitted a few at a time to make the transition from home to school easier. Therefore your child has been allocated the day below to begin school. Please ensure you come with your child on that day to allow the teacher, child and you to get to know each other.

Your child _____ will start our nursery on _____ at _____

Please note nursery session times are as follows:

Morning session: Start: 8.30am
 End: 11.00am

Afternoon session: Start: 12.00pm
 End: 2.30pm



We would like all parents to wait with their children by the nursery entrance until the session starts and pick them up promptly at the end of the session for safety reasons and to avoid upset at the end of a busy day.

Nursery Snack Time

The whole school follows a healthy eating policy and in the nursery, we provide a selection of fruits, vegetables and other healthy snacks for children to choose from daily with milk at snack time. Drinking water is available at all times and easily accessible for the children. (a sample nursery snacks menu is included in this pack)



Clothing

We would like all children in our nursery to wear grey sweatshirts and grey jogging bottoms and sensible slip on shoes. We have found children to struggle with jubbas and dresses in the past. All children must have labeled plimsolls to change into when they come into the classroom, due to health and safety reasons. Our school policy is to ask children not to wear jewellery to avoid accidents and any upsets if the item becomes lost or damaged. Stud earrings are permitted.

Absence

Please send a note in advance to the class teacher if you know that your child has an appointment. If your child is absent, we require a letter to inform us of the reason of absence, on their return to school.

Holiday during term time

The school policy states that children are not permitted to take more than ten days off school during term time, without a valid reason. In such circumstances, we require a letter stating the reasons for the required absence in advance, which will then be authorized by our primary head, Mrs. Shakir.



Learning and Teaching in the Foundation Stage

*"The early years are critical in children's development; children develop rapidly during this time - physically, intellectually, emotionally and socially. The foundation stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to work together with other children. It is also about developing early communication, literacy and numeracy skills that will prepare young children for the next stage in the curriculum. The overarching aim of the EYFS is to help young children achieve the 5 **EVERY CHILD MATTERS***

outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being"
(Curriculum Guidance for the Foundation Stage QCA 2000, EYFS 2008)

Children start to learn about the world around them from the moment they are born. The care and education offered in our nursery helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development, and all the time being taught the values of Islam. We follow the Curriculum Guidance for the Foundation Stage document, published by the Qualifications and Curriculum Authority and The Department of Education and Skills, and are also undergoing training for the new Early Years Foundation Stage (EYFS) that is to be implemented from September 2008. The EYFS will be central to the delivery of the new duties on improving outcomes and reducing inequalities. The children follow the Stepping Stones to learning eventually reaching the Early Learning Goals. We believe that children are entitled to a Foundation Curriculum that provides a wealth of rich, stimulating and multi sensory experiences, accounting for the diversity of learning styles. Through adult input, directed activities, structured and child initiated play; we aim to challenge and motivate children into taking their own learning forward. The guidance we follow divides the children's learning into six areas:

1. Personal, social and emotional development

- Establishing relationships, rules and routines
- Independent skills
- Developing an awareness of themselves and others
- Concentration and confidence

2. Communication, language and literacy development

- Speaking effectively and confidently when communicating
- Developing a wider vocabulary
- Listening to one another, stories and rhymes
- Developing early writing skills
- Getting to know sounds of letters
- Listening to - and talking about - stories
- Knowing how to handle and use books

3. Mathematical development

- Counting, writing and recognizing numbers
- Understanding language such as 'more', 'less', 'big', 'small', 'under', 'above', 'heavier', 'lighter'

- Recognising and describing everyday shapes or patterns
- Using mathematical understanding to solve everyday practical problems

4. Knowledge and understanding of the world

- Exploring objects, materials, events and living things
- Building and constructing
- Using ICT
- Investigating the past
- Investigating cultural beliefs

5. Physical development

- Moving with confidence, control, coordination and safety in an appropriate space
- Using large and small equipment
- Learning about being healthy and how exercise affects the body
- Using tools and equipment with control

6. Creative development

- Singing songs, recognizing, repeating and making sounds
- Exploring colour, texture and shape
- Responding to experiences
- Using imagination
- Expressing and communicating ideas

None of these areas of Learning and Development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development (EYFS 2008)



Religious Studies

In the nursery, the children are taught the basic values of Islam and how to respect other cultures and beliefs in the wider society.

Differentiation

We aim to provide for all the children, including the gifted and the slow learner. Children are continually monitored through informal assessments and observations and given appropriate support and extension through structured activities and play intervention. Play is differentiated by outcome throughout the year. In doing so we aim to help each child to become balanced, happy and socially competent, and have a responsible attitude towards others and the environment.

Foundation Stage Assessment



"Practitioners use observations and assessments of each child's achievement, interests, and learning styles to identify learning priorities, and match to the expectations of the Stepping Stones and Early Learning Goals. Ongoing assessment is an integral part of the learning and development process. Assessments should be based on practitioners' observation of what children are doing in their day-to-day activities" (Curriculum Guidance for the Foundation Stage QCA 2000, EYFS 2008)

Throughout the Foundation Stage children are continually being informally assessed by the teachers. Records are kept in the form of tick sheets and detailed observations which are worked into the weekly planning and also carried out spontaneously. All evidence is collected in assessment files and pupil's own portfolios held within the classroom. Assessment information is monitored and shared by all the nursery teachers. Informed judgements are made based upon our ongoing assessments. Next step targets are then planned which form the base of future planning. Diagnostic tests and observations to support children with Special Educational Needs are carried out by the Special Educational Needs Coordinator (Mrs. Suleman) and other relevant outside agencies.

Ongoing achievements and targets are continually shared with the children verbally and recorded on personal target sheets. These are reviewed on regular basis and achievements celebrated with certificates, stickers, stamps and stars on special star charts within the classroom for all to see.

Monitoring and Evaluating Learning and Teaching

The Foundation Stage teachers evaluate each day, week and topic, formally and informally. Comments are stored in our planning file and are used to inform future planning. The team meets regularly to monitor, evaluate and improve provision. Issues of concern are discussed and points for development noted and addressed. Planning and assessment are carefully monitored by Mrs. Shakir to ensure continuity and progression.

The Learning Environment

"Being successful and feeling confident and secure are major factors in protecting children against early failure. The environment plays a key role in supporting and extending children's development and learning" (Curriculum Guidance for the Foundation Stage, QCA 2000, EYFS 2008)

Confidence, independence and a positive disposition to learning are fundamental elements underpinning the Early Years Foundation Stage curriculum and are provided through a learning environment where children feel safe and secure. A positive and successful learning environment is achieved in our nursery by:

- Introducing and establishing a routine that the children are aware of and feel secure
- Promoting positive attitudes through modeling learning and behaviour whilst establishing acceptable standards and constructive relationships with children and parents
- Follow the whole school Behaviour Policy and learning the 'Golden Rules' to feel accepted in the whole school community
- Display work which reflects the work and achievements of **ALL** children.
- Developing a rich, stimulating environment, indoors and outdoors where children feel excited and motivated to learn.
- Providing easily accessible resources which children are encouraged to choose independently
- Maintaining learning resources in clearly labeled, child friendly storage
- Encouraging children to tidy and make choices for themselves (as developmentally appropriate)
- Establishing a 'have a go' culture where children feel confident to try out new activities and make mistakes
- Planning opportunities for children to be supported in their learning until they feel ready to try independently.



Play in the Foundation Stage

"Well planned play, both indoors and outdoors is a key way in which children learn with enjoyment and challenge. Play underpins the delivery of all the EYFS. Most children play spontaneously and it is through play that they develop intellectually, creatively, physically, socially and emotionally"

(Curriculum Guidance for the Foundation Stage, QCA 2000, EYFS 2008)

Play helps young children to learn and develop through doing and taking, which research has shown to be the means by which young children think. Our nursery uses the stepping stones to plan and provide a range of play activities which help children to make progress in each of the areas of development. We ensure that our play experiences are fully inclusive and

cater for the needs of **ALL**. Teachers constantly evaluate play to discover what interests the children most. As individuals learn in different ways, we continually reflect to provide the most appropriate learning opportunities through play.

In accordance to the Foundation Stage Curriculum Guidance (QCA 2000) and the EYFS (2008), the children have ongoing access to outdoor areas throughout the year - come rain or shine! Teachers work with the children indoors and outdoors providing the children with the space they need for certain activities that are not possible indoors.

Us and the Local Community

We use the opportunities offered by the local community in the following ways:

- Visiting local parks, the library and shops etc linked with learning topics covered
- People in the locality who come to talk to the children (police, fire, nurses, local charities etc)



Nursery Staff

The staff who work in our nursery are:

NAME	JOB TITLE	QUALIFICATIONS/EXPERIENCE
Mrs. R Adam	Nursery Teacher	GCSE, A Levels, SENCO, NVQ 3
Mrs. S Adam	Nursery Teacher	NVQ 2
Mrs. T Mohamed	Nursery Teacher	NVQ3
Miss Neelam	Nursery Teacher	NVQ3, Montessori trained

The New EYFS which is being implemented in September 2008 is a central part of the ten year childcare strategy *choice for parents, the best start for children* and the landmark Childcare Act 2006. The act provides the context for the delivery of the EYFS an taken together with

the other elements of the strategy. The EYFS will be central to the delivery of the new duties on improving outcomes and reducing inequalities. Recent years have seen significant developments in early years curriculum and standards. The EYFS builds on these, and will now replace *The Curriculum Guidance for the Foundation Stage*, the *Birth to Three Matters* framework, and the *National Standards for under 8's Daycare and Child minding*. All our early years staff are currently undergoing training for this new framework which is to be implemented from September 2008.

Our Normal Daily Routine

am

pm

8.30am/12.00pm
coats,

Welcome children into the nursery, remove
change shoes, registration, daily prayers, 'body
shake' and stretch routine.

9.00am/12.30pm
open

The day's activities commence - 1 structured
activity at the table, the rest of the areas
for child initiated play with adult intervention

10.00am/1.30pm

Tidy up time

10.05am/1.35pm

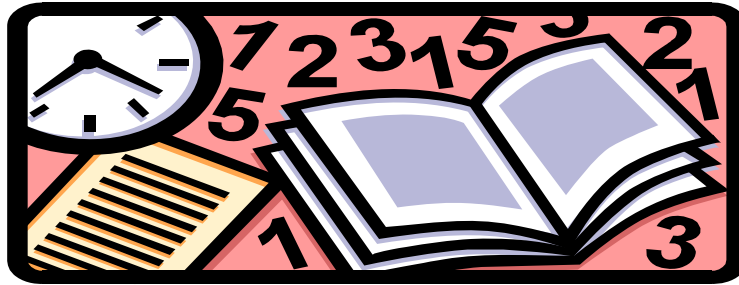
Outdoor play

10.25am/1.55pm

Snack time

10.45am/1.15pm

Home time routine - change shoes, wear coats,
stories and rhymes



Purpose and aims of the Early Years Foundation Stage

(As provided by the new statutory framework for the Early Years Foundation Stage 2008)



- **SETTING THE STANDARDS** for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind.
- **PROVIDING FOR EQUALITY OF OPPORTUNITY** and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.
- **CREATING THE FRAMEWORK FOR PARTNERSHIP WORKING** between parents and professionals, and between all the settings that the child attends
- **IMPROVING QUALITY AND CONSISTENCY** in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime.
- **LAYING A SECURE FOUNDATION FOR FUTURE LEARNING** through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

Effective practice in the EYFS is built on 4 guiding themes:

- **A UNIQUE CHILD** recognises that every child is a competent learner from birth who can be resilient, capable, confident and self assured.

- **POSITIVE RELATIONSHIPS** emphasises how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
- **ENABLING ENVIRONMENTS** emphasises that the environment plays a key role in supporting and extending children's development and learning.
- **LEARNING AND DEVELOPMENT** recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

These 4 themes describe how our teachers should support the development, learning and care of young children.