



# NURSERY PARENTS' INFORMATION BOOK

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2025

## WELCOME TO NURSERY

Beginning school is a major event in the life of a three year old and it won't be long before your child will be starting with us at Caldecote Community Primary School. There will be lots of new things to learn and of course you will want to ensure that your child is well prepared for this important event. We aim to make it a happy and memorable experience. We hope that this booklet will provide some useful information that will help your child to settle quickly into school.

### Contact Details

Caldecote Community Primary School  
164 Hallam Crescent East,  
Braunstone Town, Leicester LE3 1FF

Telephone: 0116 282 4482



Head Teacher: Mrs Briggs

Deputy Head Teacher: Mrs Jenkins

# Who are the Nursery staff ?



Miss Cartwright  
Teacher



Miss Robinson  
Teacher



Mrs. Mehta  
Teaching Assistant



Miss Townsend  
Teaching Assistant



Miss Harrison  
Teaching Assistant

Our philosophy is to nurture every child's curiosity and enthusiasm for learning. We are advocates of the power of play and allow children ample time to explore, create and take risks within an enriched environment supported by sensitive and passionate Early Years Practitioners.

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and interconnected.

### **Prime areas**

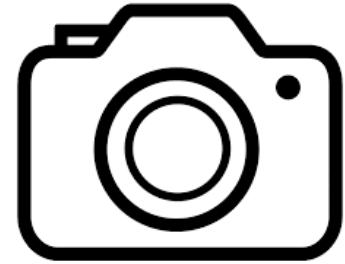
- Communication and language
- Physical Development
- Personal, Social and emotional development

### **Specific areas**

- Literacy
- Math
- Understanding the World
- Expressive arts and design

Throughout the year the Nursery children play, make friends, develop and learn. They have great fun, exploring and creating, indoors and outside. They gain independence and confidence and their natural curiosity is encouraged at all times.

# Focus Week



In partnership with parents and carers, your child will be a focus child once a term. Prior to this week your child will take home the school camera. We will record your child's experiences on a Learning Journey sheet. When the week is over your child's teacher will invite you in to school to speak about their progress and discuss any queries you may have. These meetings take place straight after school in the classroom.

Learning Journey For [redacted] Term [redacted] Date [redacted]

Entrances should include the initial observation (and assessment), the teaching and outcome.

Identified Areas for Focus:  
General/Parents:  
Profile:

[redacted] brought me his book he'd made. I encouraged him to read it to me. [redacted] confidently read it. I commented how brilliant he was and he was very proud.

[redacted] had an idea. He wanted to make a picture book. I encouraged [redacted] to gather up the resources he needed. [redacted] began to draw pictures. I wondered if [redacted] could tell the story about his plan. I inspired [redacted] to sketch the edges to make a book. [redacted] continued to describe all the things he would draw inside. I wondered if [redacted] could draw trees in the garden. He wasn't sure how to do it. I modelled how to draw a spiggle tree. [redacted] worked carefully and then had a turn. He tried very hard and added lots of the notes to the picture. This is your house," he said.

[redacted] was feeling really happy about the book he made. I wondered if he would like to show it to the head teacher. [redacted] was very keen. He visited the head teacher who loved his writing. I wondered how [redacted] felt. "I feel happy. I got a special sticker because my book was so good." I commented those [redacted] should feel proud of himself.

[redacted] provided some challenging adding sums for [redacted] as he found some too easy. [redacted] provided the large number chart to 100. [redacted] was able to answer the addition sums correctly using the number chart to help him.

[redacted] was making a picture book. I wondered what he would write on the blank pages. [redacted] responded with a new structured sentence. I wondered if he could write it without any help. [redacted] enjoyed the challenge. He segmented the sounds in words and wrote tricky words "there" and "you" from memory. [redacted] wrote beautifully about his pictures.

[redacted] held made a robot using the shapes. I asked him to describe the shapes and tell me their names. [redacted] could confidently do this.

[redacted] wrote a beautiful story. I wondered if he wanted to share it with his friends. I provided him an opportunity [redacted] came to the front and presented his book to his friends. He told them how he made it. I wondered if [redacted] could read the story to them. [redacted] did. I commented that he had spoken clearly and confidently and that he responded well to his listeners.

Communication and Language	<input checked="" type="checkbox"/>
Physical Development	<input checked="" type="checkbox"/>
Personal, Social and Emotional	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>
Mathematical	<input checked="" type="checkbox"/>
Understanding the World	<input checked="" type="checkbox"/>
Expressive Arts and Design	<input checked="" type="checkbox"/>
Old inkers	<input type="checkbox"/>
Old authors	<input type="checkbox"/>
Parent consultation	<input type="checkbox"/>

# Every day counts!



Nursery school day is from **08:45 – 2:55**.

As we want the best for our children, we would like to work with you to achieve 100% attendance.

Young children's brains develop rapidly, which is why poor attendance quickly affects your child's progress. Holidays in term time are unlikely to be authorised for this reason.

There may be times when your child is unwell. Please call the school office as early as possible on the first day of absence, stating the reason your child is not in school.

If your child has been sick or had diarrhoea, please allow **24 hours** since the last bout, before returning to school.

## Term Dates for your diary

Half Term	Monday 20 <sup>th</sup> October – Friday 24 <sup>th</sup> October
Christmas Break	Monday 22 <sup>nd</sup> December – Friday 2 <sup>nd</sup> January 2026
Half Term	Monday 16 <sup>th</sup> February – Friday 20 <sup>th</sup> February
Easter Break	Monday 30 <sup>th</sup> March – Friday 10 <sup>th</sup> April
Half Term	Monday 25 <sup>th</sup> May – Friday 29 <sup>th</sup> May

## Milk and Fruit

Every child under the age of 5 qualifies for free school milk.

Milk, water and fruit are always available in the classroom and the children can choose when they want to sit have have their snack.



We have both children and adults in school who have sensitivities to Nuts. Nuts do not have to be ingested to have an effect, being around someone who has eaten nuts can cause adverse reactions. Please ensure that packed lunches do not contain nuts.

## Lunch Time

Nursery children will need to provide their own packed lunch each day. Lunch time will be between 11:30 – 12:30.

A typical balanced lunch might include:

- A sandwich
- A piece of fruit
- A yoghurt
- A small treat
- A drinks bottle with water

# Uniform

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Our school uniform consists of a Royal Blue Sweatshirt and white polo shirts.

Trouser/skirts/dresses can be worn in black or grey.  
Coats must be warm and waterproof.

Shoes/trainers must be black and where possible have Velcro straps

We encourage lots of outdoor, messy and wet play when we are learning which inevitably leads to a change of clothes being needed.

**Please can each child keep a bag of spare clothes at school and a pair of wellies.**

Please make sure that all uniform is **clearly labelled**.



Uniform (Purchased from the office)	
Sweatshirt (Royal Blue)	£9.95
Cardigan (Royal Blue)	£10.95
Fleece Jacket (Royal Blue)	£12.95
Hooded Jumper	£12.00
PE Bag	£5.70
Knitted Hat	£4.50



All Nursery children will receive a school bookbag for free.

# Early Years Development Journey

The Progress Path helps you to track a child's development through their early years – from 0-60 months.

## Progress Path

### 0-11 months

Let's go!

I will interact with you by smiling, laughing, looking & moving  
I will start to stop & look when I hear my name

I will develop my speech sounds (babbling) to communicate  
I will reach my arms out when I am about to be picked up

I can roll over from my belly to my back & back again  
I like to explore new objects with my hands and mouth

I am learning to sit up, crawl & roll. I will start to learn to walk  
I start to copy what you are doing, like waving & clapping my hands

I enjoy babbling and experimenting with sounds & words like bye-bye, mama, no.

I will closely watch what people & pets around me do

### 8-20 months

### 16-26 months

I enjoy trying to find my nose or tummy when we play naming games  
I can pick food up with my hands & put them to my mouth

### 22-36 months

I can feed myself well with a spoon & drink without spilling  
I can say some number names in sequence

I am showing interest in books and rhymes; I may have some favourites  
I will say some counting words randomly

I can walk upstairs if you hold my hand  
I am starting to understand & say simple sentences  
I will start to organise things, like putting my teddies in separate piles

I am beginning to balance blocks & build small towers  
I can tell you when I'm wet or dirty and I'm starting to understand what a potty is for

I like to play pretend; I will copy everyday actions.

I can run safely & bend down & rise without using my hands

 **Nursery Resources**  
Everything you need for EYF5 reporting  
[www.nurseryresources.org](http://www.nurseryresources.org)

### 30-50 months

### 40-60+ months

I am learning new words quickly & can make simple sentences with them. I understand more complex sentences.

I can clearly say when I need the potty/toilet

I am learning to copy some letters

I am confident moving in lots of ways like running & jumping

I am beginning to use more complex sentences

I am starting to understand & ask 'why' and 'how' questions

I can respond to simple instructions

I can sometimes give meanings to marks that I draw/paint  
I can recite numbers in order to 10  
I can attend to my own toileting needs most of the time

I can follow stories without pictures or props  
I can read & write my name & attempt to write short sentences

I am now getting good at catching, kicking & throwing balls  
I will confidently speak about my needs, wants & interests

I like to eat different kinds of food; I understand that I need a healthy variety  
I am starting to count beyond 10

You are now at the end of the Early Years Foundation stage although the journey of development and learning continues on...

# Class Dojo

Nursery will have their own class dojo page.

Your child will get their own login details to sign up to class dojo.

We use class dojo to inform parents of any important dates/ events and to upload photos so you get an insight into what we have been up to in school.

There is a message tab that can be used to communicate any queries or information straight to the class teacher. However please still inform the office of any absences.

Class Dojo has a function that allows users to select a language to translate messages/posts into.



**ClassDojo**

## Breakfast Club

We offer a breakfast club for children who need to arrive at school a little earlier. It is open from **07:45am**, please come via the Office. Children will be provided a choice of breakfast. No pre-booking is required for this. There is no charge for breakfast club.



## Making Payments to school

As a school we use a simple APP called SCOPAY to help manage any incoming money to school. This includes the payment of any trips that your child might attend. The office will send further details about this App with your log-in details. We are moving away from accepting cash.

