



Stockingford Maintained Nursery School



Prospectus 2025-26

Working for
Warwickshire





Stockingford Nursery School

St Paul's Road, Nuneaton, Warwickshire. CV10 8HW

Katherine King
Headteacher

Welcome to our Nursery School

Dear Parents/Carers

A very warm welcome to our Nursery School and thank you for choosing us to provide high quality teaching, learning and care for your child.



There has been a Nursery School on site in Stockingford since the 1940's and many of our parents (and grandparents!) have fond memories of their own time here. We are a maintained school and are led by myself as Headteacher, supported by qualified teachers and early years practitioners supporting and extending learning.

Please note that we are a Local Authority Maintained School in our own right and are not a part of any of the local Primary Schools.

We pride ourselves on offering a welcoming, safe and stimulating environment, with high quality teaching and learning experiences for children aged 2 - 4 years old. We recognise that children's foundations for learning are embedded in their early years experiences and we work in close partnership with home to support learning and development together.

We look forward to starting our learning journey with you!

Kind regards

Katherine King
Headteacher

STOCKINGFORD NURSERY SCHOOL

Nurture. Inspire. Grow



Our Values

- Celebrating, respecting and valuing everyone as unique individuals
- Exploring, investigating and discovering through play
- Creating a safe, stimulating learning environment that promotes curiosity and awe & wonder
- Working together to encourage children and families to achieve their full potential
- Developing independence and resilience through positive relationships
- Laughing, loving, and living in the moment, to create lasting memories and dispositions for lifelong learning

The Nursery School Day

Big Nursery (3/4 year olds)

Big Nursery offers 15 hours of free entitlement and a limited number of 30 hour spaces on a 'first come, first served basis'.

Children attend part-time, either 4 morning or 4 afternoon sessions and 1 extended day per week. 30 hour funded children attend for 5 full days.

Morning session: 9.00 am - 11.30 am

Afternoon session: 12.40 pm - 3.10 pm

30 hour funded session: 9.00 am - 3.00 pm

Extended day session: 9.00 am - 2.00 pm*

***(Option to pay an additional £6.50 per session to stay until 3.00pm)**

**** (Option to pay for an extra session if places are available £22.75)**

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**We also offer a limited number of 30 hours funded sessions.**

**This will be 5 full days,  
9.00am - 3.00pm.**

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Little Nursery (2/3 year olds)

Little Nursery offers 3-hour sessions for children who are in receipt of 2-year funding, and provides funded places for up to 15 hours per week. Children attend part-time, either mornings or afternoon sessions per week. We also offer a limited number of paid places for a minimum of 2 sessions per week at £19.50 per session. For more information, please ask at the Nursery office.



**Morning session:
8.45 am - 11.45 am**

**Afternoon session:
12.30 pm - 3.30 pm**

Keyperson Approach

Your child's key person is your first point of contact at Nursery. We believe that children settle best when they have a key person to relate to, and who knows them and their parents well.

We want to make the Nursery School a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

We know that the key person approach benefits the child, parents, carers and the Nursery School by providing secure relationships in which children thrive and parents have confidence. Your key person will also be responsible for bringing together assessments of your child's development made by all staff and in partnership with parents and carers that will be shared in their learning journal and through Parent Consultations during your time with us.

What do the children do at Nursery?

Because of children's growing desire to be independent, children will show that they want to do things by themselves. Children are experiencing huge thinking, learning, communicating, social, and emotional changes that will help them to explore their new world, and make sense of it. In Nursery, we offer a wide range of learning activities and support development through play.

What can we do at home?

- Set up a special time to share books with your child (e.g. as part of a bed time routine)
- Encourage your child to take part in pretend play.
- Help your child to explore and talk about their experiences.
- Teach your child simple nursery rhymes like Incy Wincy Spider.
- Point things out, name objects and have simple conversations with your child about things that really interest them.
- Give your child opportunities to walk, run, balance, and climb and to use their developing fine motor co-ordination to build with blocks and make marks.
- Encourage your child to become independent and begin to communicate their needs.

What do our children learn?

Nursery School children follow the Early Years Foundation Stage Curriculum. This culminates in a series of Early Learning Goals which children are assessed on at the end of their Reception year in Infant/Primary school.

For more information visit: <https://www.gov.uk/topic/schools-colleges-childrens-services/early-years>

There is also a comprehensive and useful guide for parents about what to expect in the Early Years Foundation Stage at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

CURRICULUM

The Nursery School curriculum is broad and challenging, and through child-led learning and adult directed/supported learning children have experience of:

Personal, Social and Emotional Development

- Building relationships with adults and their peers
- Becoming active and confident learners
- Considering the feelings of others
- Managing their own behaviour, including sharing and taking turns
- Learn about their responsibilities
- Developing strategies to co-regulate and regulate their feelings, thoughts and emotions
- Develop awareness of their self-care needs



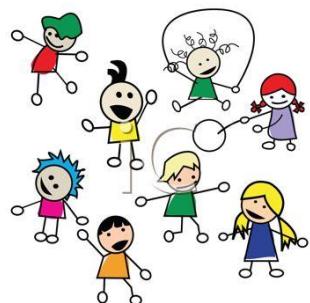
Communication and Language



- Learning to listen attentively and concentrate on their learning
- Building a greater understanding of language and communication
- Becoming good communicators, using the child's preferred method of communication including Makaton, gesture and the spoken word.

Physical Development

- Practicing moving safely and with confidence - running, jumping, climbing, balancing, throwing
- Manage wheeled vehicles - trucks, bikes, Scooters
- Explore how to use tools with an adults - rolling pins, chalks, painting
- Learning to use tools - scissors, pencils, and tools
- Learn about how to keep themselves healthy and safe



Literacy



Children:

- Share books with adults and children
- Learn vital reading and pre-reading skills
- Practice mark making and emergent writing skills both indoors and outdoors such as mark making in shaving foam, glitter and mud.

Mathematics

Children:

- Learn to count and recognise numbers
- Use number skills to calculate and solve basic number problems
- Become familiar with mathematical language to describe size, weight, distance, time, money
- Understand the mathematical concepts of shape, space and measurements



Understanding the World



Children:

- Reflect about themselves, their family and communities - locally and globally
- Learn about similarities and differences in environments, materials, objects and living things
- Think about the past, present and future
- Explore technology

Expressive Arts and Design

Children:

- Learn to express feeling and thoughts through painting, sculpture, music, dance and singing
- Develop imagination
- Use their skills and imagination to design and create



The Nursery Classrooms

Indoor Classrooms

We plan areas of learning that support every element of the Early Years Foundation Stage, including snack time. The toilets are always accessible for children, and we have a changing area in both Big Nursery and Little Nursery should this be required. Our environments are based on the ethos of a communication friendly environment - supporting children's developing communication through calm and engaging spaces that inspire the children as communicators and learners.

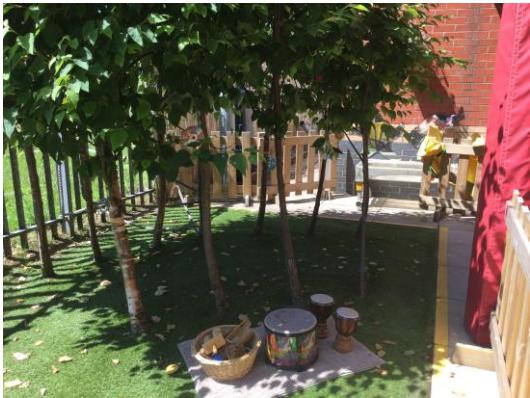


Outdoor Classrooms

Many children learn best outside, so we always make sure the children have plenty of opportunity to play and learn in our outdoor areas. It is important that children come to Nursery School dressed for the weather - with warm coats, gloves and scarves for chilly days, and sun hats and sun cream in the summer.

All activities, both indoors and outdoors, are carefully planned to support the development of skills and knowledge. Children are helped and encouraged by staff to select their own resources, work with increasing independence and help tidy away when they have completed an activity.





Information on Nursery School policies and the Early Years Foundation Stage is available for you to read - please look on our website or ask if you need further information.

"A place of possibilities" is how the leaders describe the school. Highly skilled adults nurture, inspire and enable children to grow. Ofsted 2022

<https://reports.ofsted.gov.uk/provider/20/125491>

Forest School

Forest school is an inspirational experience that offers our children opportunities to achieve and develop confidence through hands-on learning in a woodland setting. Our Forest School is located on our site, and provides opportunities to connect with nature. This supports the health and well being of our pupils as children engage in active physical learning outdoors in the fresh air

Big Nursery children are encouraged to take care of themselves and their friends and are given responsibility, such as the supervised use of full sized tools and working over fire if this is developmentally appropriate for individual pupils.



Child Centered Learning

Brain Development:

Babies are born with billions of brain cells and with stimulation these cells connect and form synapses. Brain development happens and this is a child making "progress"; this is when a brain is "lit up". Without stimulation the brain will not develop fully.

It is vital, therefore, that young children are stimulated and that the opportunities for synapse development are maximised. We need their brains to be "lit up" as much as possible. Brain activity and synapse formation are at their highest when a child is deeply engrossed in something which fascinates challenges and makes them happy. Every child is unique and we cannot predict or impose what will spark that deep fascination. Each child is at a different level of development and therefore something that will challenge one child will be mundane for the next. Equally one child will be at their happiest digging in the mud while another will enjoy sitting and creating a wonderful picture.

Our pedagogy (method and practice of teaching):

Children are born with a natural desire to explore and learn and practitioners can support them in this. We do this by creating an enabling environment (both physical and emotional) and through the relationships and interactions that the children experience.



In continuous provision **we do not plan ahead**, rather we remain "in the moment" with the children as they explore and learn. We observe carefully, and enhance the learning whenever we spot a "teachable moment". As a result our children can make outstanding progress through a balance of this child initiated learning, combined with adult directed group times to introduce and

consolidate new concepts and learning skills.



How do we know how our child is getting on?

Staff work closely with you to consider your child's development. We recognise that each child, and therefore their development, is unique. There will be opportunities for you to discuss how your child is getting on at Nursery with your keyworker.

"Children make exceptionally strong progress. The enticing learning environment and carefully planned activities spark children's interests. There is a real buzz of learning across the Nursery." Ofsted 2022

Sometimes your child may need some extra support at Nursery School. This maybe around speech and language, or another area of learning that either you or Nursery School have identified. If you are concerned about any aspect of your child's development please speak to your child's key person or our Lead Teacher/SENDCO. We work closely with other agencies to ensure we put targets in place to support your child in a timely and effective manner.

We pass information of children's progress to Reception class teachers prior to transfer to Infant or Primary school.

"Leaders and staff are highly ambitious for what children can achieve. They want the very best for them. No limit is put on what children can accomplish." Ofsted 2022

What to Wear

It is essential that every child has a named bag for Nursery each day, containing a complete change of clothing, including underwear and nappies /pull ups and wipes if needed. The bag should be left on your child's coat peg when they are at Nursery School and taken home at the end of each session.

Easily washed clothes are best for children, please avoid putting them in special clothes. Aprons are provided for painting and creative and water activities, but children still get messy!

Children will also need clothes that are easy to take off or pull up and down for when they need to go to the toilet. Please avoid tight fitting trousers, belts and dungarees.

Please name your child's clothing - including coats and shoes, and especially school clothing!

Please remember that children spend at least some time learning outside every day, so appropriate clothes and footwear are most important to support them with their physical skills as they run, jump and climb.

When buying shoes for Nursery School please remember that the children will be encouraged and supported to put them on and take them off by themselves. Shoes with Velcro fastenings are the easiest to manage. Avoid peep toe sandals, slip on shoes, flip flops or crocs as children can often trip up when wearing them.

Each child has a coat peg for his/her coat and bag. It will be labelled with their name and a photograph. This helps children to find their own coats and become more independent and take responsibility for their belongings.

Uniform

Sweatshirts and T-shirts with the Nursery logo on, can be bought from Reception or the office. These items offer good value for money, but are not compulsory.

Prices:

Sweatshirts	£8.50
Polo shirts	£7.00
T-shirts	£6.00



Wearing uniform is encouraged as children will have the opportunity to explore messy and sensory activities including paint, clay, mud, cornflour, dough etc. at Nursery so this will protect any special clothing from being potentially marked or stained.

Relationships

Children are encouraged to make relationships with both children and adults. **They are helped to develop an understanding of:**

- Sharing
- Respect
- Self-discipline
- Justice

We do this by:

- having clear expectations
- thoughtful use of praise
- setting good examples
- being consistent
- having clear consequences
- offering closed choice
- wondering aloud for children



"A strong partnership with parents and carers is in place. Parents say that their children flourish. They value the way leadership look after whole families as well as their children." Ofsted 2022

Shared learning with Parents

We value the importance of shared learning experiences between home and school. Please share activities your child has enjoyed at home with your keyworker, or by emailing photographs to parents1041@welearn365.com. In Nursery School, we share our learning experiences with you through newsletters, Facebook, our website and through conversations with parents and carers. We also have a parent app as our main source of communication.

We offer shared experiences for you to take part in with your child such Library story telling sessions and Forest School, as well as Communication and Language workshops to support Literacy and Maths. Keep a look out for our letters informing you of these and to share updates about what is happening at Nursery.

Two Year Review (Little Nursery)

We will complete a 2 Year Development check with your child in Little Nursery. This review should be shared with your Health Visitor when they have their 2 year check.

Attendance

It is very important that children attend the Nursery School regularly, making full use of their place. Regular attendance means children get into a routine that gives them the best start to their school life as they are able to access every opportunity to learn. Attendance champions will support you with the attendance process and help you to remove barriers to improve attendance.

Absences

We ask that you please contact Reception at Nursery School as soon as you know your child will not be in to report the reason for your child's absence.

If children's attendance is infrequent or if they have been absent for that day and we have had no message to say why, Nursery School will contact you to ask for the nature of your child's absence. It is our policy to contact parents to enquire when children will be returning to Nursery School as this helps to ensure all pupils are safe.

In some circumstances, it may be necessary to withdraw the child's place so that it can be offered to another child.

In Nursery we aim for 85% attendance, recognising that young children do frequently pick up germs. We do monitor attendance and will send letters out termly if your child's attendance is below this.

Birthdays

Whilst we celebrate your child's birthday in Nursery, we ask you do not send in sweets due to children's allergies and dietary requirements.

Child Protection (Safeguarding)

As professionals working with children it is our responsibility to make sure children are kept safe. We have trained Designated Teachers for safeguarding, so if you have any concerns you can talk to them - The DSL is the Headteacher Katherine King, supported by the Deputy - Sally Phillips Lead Teacher/SENDCo and other DSL's - Tina Shepherd and Jo Stubbs.

If Nursery School staff have any concerns about a child's safety, we will usually ask parents for further information. In some cases, we may need to seek further advice. We ask for your understanding and support in keeping all our children protected from harm.

Under the Education Act 2002 (Section 175) schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Staff will seek, in general, to discuss any concerns with the parent/carer and, where possible, seek their consent to make a referral to Children's Social Care if that is considered necessary. This will only be done where such discussion will not place the child at increased risk of significant harm. The school will seek advice from Children's Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later found to be unfounded. Parents/carers will appreciate that the school's Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.

"The arrangements for safeguarding are effective. Staff complete high quality training, so understand their responsibility to report concerns, no matter how small. They know the pupils and their families very well." Ofsted 2022

Protective Behaviours

As part of our work on keeping children safe, we teach key messages about taking care of ourselves and recognising our feelings. Children are taught through the use of age appropriate stories, that they are the boss of their body and that it's ok to say no or stop if they do not like, or do not want a particular physical contact such as a touch or a hug. We use the correct name for body parts to support this learning.



Keeping Healthy!

- Our Snack Bar offers fruit and other healthy snacks and the children have milk or water to drink.
- We can also give ideas for healthy lunchboxes in Big Nursery

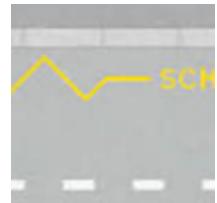
No Smoking Policy

The Centre has a policy of no smoking or use of e-cigarettes in the buildings and grounds at all times. We kindly ask you to respect this policy.



Safety

At an early age, children must be introduced to the importance of road safety. They need to be aware of traffic and know how to behave as pedestrians. Please make sure you park safely. Do not park directly outside the Centre. **PARKING OUTSIDE THE CENTRE ON THE ZIG ZAG LINES IS ILLEGAL**. Please also ensure the gates to the Nursery School and the Nursery School doors are kept closed.



Safety in the Building

It is parents' responsibility to keep their children safe and by their side as they come to or leave the Nursery School. Please can we ask that children are brought directly to their Nursery door to ensure they are registered and safely transition to Nursery.

Mobile Phones

We do not allow the use of mobile phones in the Nursery School classrooms to keep all children safe. Please turn phones off or on silent and refrain from making or taking calls. Phone calls can be made or taken in the Reception entrance, or in the area just outside the Headteachers office.



Online safety

The Nursery School employs a number of strategies in order to maximise the opportunities offered by technology and to reduce the risks associated with the use of the Internet and mobile technologies. Please ask if you would like a copy of this policy.

Our internet usage is monitored and filtered by the local Authority. We buy into a secure web filtering service and digital safeguarding service.

Jewellery

Please could children with pierced ears wear studs in their ears for safety. We advise jewellery to be kept at home, so it does not get lost or broken and encourage no necklaces or bracelets to keep your child safe.

Complaints

We hope that Nursery School is a happy time for you and your child. However, we realise that sometimes things do go wrong, so if you do have any problems or queries, please discuss them with your key person, Nursery Teacher or the Head Teacher. A copy of our complaints policy is available on our website or in the school office - please ask for a copy if you have an issue that has not been resolved.

OUR POLICIES

All our policies - e.g. Child Protection and Safeguarding, Medication, Collection of Children etc. are available for your inspection. Please look on our website or ask at the office.

PARENT/CARER CONDUCT

At Stockingford Maintained Nursery School, we are very fortunate to have positive relationships with our parents and carers that are well supported through our key person process and open door policy.

Our parents/carers recognise that educating children is a process that involves a partnership between parents/carers, teachers, educators and the school community.

As a partnership, our parents/carers understand the importance of good working relationships to effectively support their child's learning and development and to support their child to develop the necessary skills for adulthood. For these reasons, we continue to welcome and encourage parents/carers to participate fully in the life of our school.

Please see our Parent/Carer Conduct Policy that is in your induction pack and also on our website. For further information about our expectations for working together in partnership.

DISABILITY EQUALITY POLICY

We provide a welcoming environment for children, their parents/carers and families from the Stockingford Nursery School Community to fulfil their potential, by sharing experiences and gaining support from each other, enabling them to develop a positive self-image.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all children, families and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled children, parents and staff. *Please see our Equality Policy for further information.*

For further information, please see our Facebook page and website:

www.stockingfordnurseryschool.co.uk

Term and Holiday Dates

Academic Year 2025-2026

Autumn Term 2025

Teacher Training Day

Monday 1st September 2025

Teacher Training Day

Tuesday 2nd September 2025

Half term:

Monday 27th - Friday 31st October 2025

Term ends:

Friday 19th December 2025



Spring Term 2026

Teacher Training Day

Monday 5th January 2026

Term starts:

Tuesday 6th January 2026

Half term:

Monday 16th - Friday 20th February 2026

Term ends:

Friday 27th March 2026

Summer Term 2026

Term starts:

Monday 13th April 2026

May Day:

Monday 4th May 2026

Teacher Training Day

Tuesday 5th May 2026

Half term:

Monday 25th May - Friday 29th May 2026

Term ends:

Friday 17th July 2026

Teacher Training Day

Monday 20th July 2026