



Prospectus 2021-2022

Estyn states the school is a 'highly effective educational setting' which provides 'exceptional early years' education for its children and where the quality of the learning experiences is outstanding.'
(November 2019)



Cawnpore Street, Cogan, Penarth CF64 2JU

Tel: 029 20 701193

www.cogannursery.co.uk

We learn to play



We play to learn

Cogan Nursery School

Welcome/Croeso

Dear Parent / Carer,

The information contained in this Prospectus is one way of telling you something about our school. Every school has its own distinctive characteristics and we hope to give you a little of the unique flavour of Cogan Nursery School as you read through these pages.

We are aware of the enormous responsibility we carry as we strive to provide the best quality education for all the children entrusted to our care. At Cogan Nursery School, we believe that children gain most from their education when parents, staff, governors and children work together as partners in learning.

We look forward to welcoming you when you join our school 'family' and hope that your child will have lots of fun here.

Yours sincerely,

J Bayliss

Jo Bayliss
Acting Headteacher



About Us

We are a state, community Nursery School in Cogan, Penarth in the Vale of Glamorgan. Our children come from Cogan, Penarth, Cardiff, Dinas Powys and Barry. As a state nursery we have a Governing Body made up of independent members and staff. It has a strategic role in the running of the school. The Chair of Governors may be contacted at the school.

Our building was purpose built in the 1970s although we have updated and improved it to cater for the needs of children and education in the 21st century. It is a single storey building and has been modified to ensure access for all. We only have a small car park but if you have mobility difficulties we can arrange for you to use this. In addition our Disability Audit Plan outlines the reasonable measures that our school takes to ensure access for all and to prevent disabled pupils from being treated less favourably.

All children have to be three years old to start at our Nursery.

How Old Are The Children?

Children are entitled to a free part-time nursery place at the start of the term following their third birthday. We have 50 places in the morning and 50 in the afternoon.

Admissions are arranged by the local authority. Please contact them on (01446) 709844 or online via our website www.cogannursery.co.uk

Children transfer to Primary School in the September of the year they are five. Our children transfer to a number of different schools and we have good transition links. Our children visit their new primary schools during the summer term prior to their admission to reception.

Nursery Staff

Acting Headteacher	Mrs Jo Bayliss
Senior Teacher	Mrs Jennie John
Teacher	Mrs Katy Smart
HLTA	Mrs Sarah Jones
LSA	Mrs Pamela Bailey
LSA (pupil support)	Mrs Louise Haggerty
Admin Officer	Mrs Emily Cate
Cleaner	Ms Sharon Pring
Caretaker	Mr Paul Wing

School Times and Attendance

Morning session: 9.15a.m. - 11.45a.m.

Afternoon session: 12.45p.m. - 3.15p.m



Whilst it is appreciated that nursery education is non-statutory, attendance is monitored. Regular attendance is vital to ensure that your child receives the maximum benefit from their nursery experience.

We realise however that young children may pick up a range of viruses and infections when they first start school. We request that you phone on your child's first day of illness. (02920 701193)

It should be noted that if your child has a stomach bug they need to absent for 48 hours after they are last sick or have diarrhoea. Please ask if you are unsure.

Absence request forms can be found on our school website www.cogannursery.co.uk or via the school office.

Our School Vision

'We Learn to Play, We Play to Learn'

At Cogan Nursery School, every child is valued as an Individual. We have a very supportive ethos and children are made to feel part of a caring community. We set high standards for all children and challenge and stimulate them towards excellence as we want to guide our pupils on the road to success where they can achieve their ambitions and fulfil their dreams.

Our Aims and Values

We aim to promote the education of the 'whole' child by developing skills for:

- Socialisation;
- Emotional development;
- Physical development;
- Aesthetic awareness;
- Intellectual development through the seven areas of learning highlighted in the Foundation Phase. We do this by:
- Providing a safe, happy secure, rich learning environment;
- Appreciating that each child is an individual;
- Providing equality of opportunity irrespective of race, background, religion, gender, disability or additional educational needs (Equality Plan);
- Building self-esteem, confidence and independence;
- Building good relationships with parents / carers;
- Providing a structured nursery curriculum that is fun.



Sharing our Values and Vision

We have regular meetings between staff, governors, the local authority and outside professionals both formally and informally.

In addition, newsletters, Twitter, posters, reports, email and termly meetings as well as daily informal contact are used to communicate with parents and carers. Information is also available on our website:

www.cogannursery.co.uk



Home - School Links

We are a 'family' and want to work in partnership to ensure each child gets the best education possible. We believe that home-school links are vitally important.

We have an open door policy and you are welcome to chat to staff, though teaching commitments may mean you need to make an appointment.

Meetings are arranged throughout the year providing an opportunity to discuss your child's progress, and staff also write a detailed report at the end of the academic year.

Children are also asked to complete a home-school task once a term. This is a good opportunity for you and your child to carry out a fun activity together.

Uniform

Whilst not compulsory sweatshirts, polo shirts, coats and hats are available with the school motif in red and royal blue.

Please ensure all items of clothing are labelled with your child's name. Please ensure your child has shoes with covered toes as these are safer. Uniform can be purchased directly through the supplier via their website - www.myclothing.com



Provision

There are five main areas in the nursery - Ocean End, Rainbow End, the Hall, the Garden and Forest Area. Adjacent to the indoor areas there are group rooms. In addition, within the nursery there are 2 children's toilet areas, adult toilets, entrance area and office.

Ocean End

This is a large carpeted area that houses:

- Role-play areas
- Music area
- Mark making area
- Story area
- Small world area
- Construction area
- ICT area
- Large interactive screen
- Maths area



Rainbow End

This area caters for:

- Cafe
- Modelling
- Dry sand
- Water
- Art area
- Craft area



The Hall

This area is used for gymnastics, singing, dancing and concerts. There is a large climbing frame. It is also used by parents. Our Family Group, AFAN, Language and Play, and coffee drop in sessions take place here.

There is also a disabled toilet and children's toilet.

The Garden

We have a large outside area used for a wide range of activities including:

- Bird hide
- Tŷ bach twt
- Sensory area
- Growing area
- Flower area
- Gardd Dawel
- Climbing wall
- Large climbing area
- Grass slide
- Sand pit
- Large wheeled toy area
- Building site
- Secret Garden
- Stage



Forest School type activities

We are fortunate to have an area where we carry out Forest School type activities such as:

- Den building
- Mud slide
- Perfume making
- Clay model making
- Pond dipping
- Cooking



What is Play?

'Play is the work children do,' is a saying first recorded by Maria Montessori early in the 20th century.

The importance of active learning however was noted as early as 450b.c. by Confucius who stated:

Tell me, and I will forget
Show me, and I may remember
Involve me, and I will understand.

At Cogan Nursery School active learning by first hand experiences of exploring, investigating, experimenting is at the heart of everything we do. Supported by adults, active learning and learning through play facilitates each child's acquisition of skills, knowledge and attitudes and enables the child to formulate ideas about the world around them.

The experiences offered at our school may not focus on any one concept at a particular time but may encompass several. One play activity may contain several learning experiences. In addition imaginative and social play enables a child to express themselves and to express and externalise emotions and conflicts in a socially acceptable way.



Daily Routine

Every day is different but the daily routine is as follows.

Arrival

A member of staff greets everyone on arrival. Staff will help your child find their clothes peg and name and to hang their name on their allocated 'tree'. Staff will then settle the children at an activity - this may be at either end of the nursery.

Together Time

This is essentially registration time. It takes place in registration groups. During this time there is singing of 'bore da' or 'prynhawn da', news is discussed, a short number or language activity may take place and all children take place in a short 'wakey shakey' session. On a Friday, 'Together Time' is replaced by a whole school 'Happy Time' where achievements are celebrated.

Structured Play - Amser Chwarae

Following 'Together Time', children are able to access all areas in the nursery both inside and out. Activities in each area are changed regularly either daily or weekly to ensure children are able to practise and further develop their skills. Staff interact and support as necessary and activities are monitored to ensure children do not focus on just one or two activities. Throughout the course of the week staff also have a focussed activity that they ask each child to do.

Group Time - Amser Grŵp

Children are in key worker groups with a ratio of 1:8 for this time which takes place approximately mid-way through the nursery session. Activities for group time are planned and evaluated by all staff. As with adult focussed activities, these activities are differentiated and are linked to the Foundation Phase Areas of Learning. Children are offered milk or water to drink at this time. Following group time there is another structured play session.

Tidy-up Time - Amser Tacluso

This takes place towards the end of the nursery session. Everyone is encouraged to take part. When tidy the whole school meet to sing a few songs, discuss aspects of the session and share work. The children then return to group rooms for a short group time which often involves hearing a story prior to preparing for home time. Parents / carers meet their children from their group room.

Charging Policy

Parents / Carers do not have to pay for their children to attend the nursery but we do ask for a contribution of £1.50 per week towards the snack. (Water and milk are available to drink.) This money also helps pay for extra art materials. We also arrange other activities for the children such as Christmas party, trips, picnics. We may ask for a voluntary contribution towards these.

The Foundation Phase

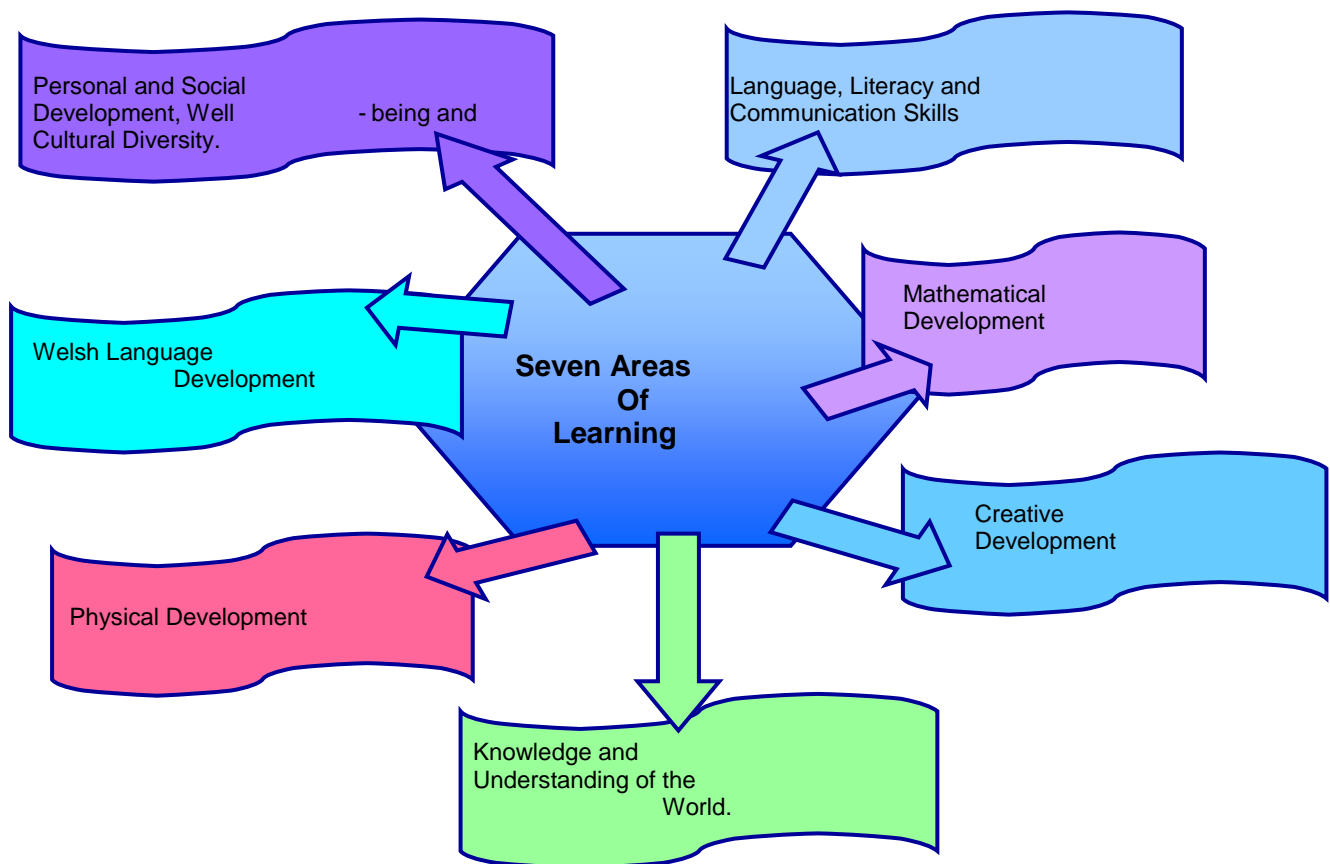
The Foundation Phase is about providing learning experiences which enable children to be creative, imaginative and to have fun whilst learning. It is statutory for all children aged 3-7 who live in Wales. At Cogan Nursery School, children are given opportunities to explore the world around them and to understand how things work through engaging in relevant practical activities which are fun and enjoyable and relevant to their development stages.

The Foundation Phase places emphasis on experiential learning, active involvement and developing each child's:

- skills and understanding;
- personal, social, emotional, physical and intellectual well-being, so as to develop the whole child;
- positive attitudes to learning so that they enjoy it and will want to continue with their education for longer;
- self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships;
- Creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences; activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability.

The Foundation Phase at Cogan Nursery School

The Foundation Phase has seven Areas of Learning, where stimulating structured play activities can be woven into the learning experiences. The curriculum is built around these seven areas to support and encourage our child's personal, social, emotional, physical and intellectual wellbeing and development.



Personal and Social Development, Well-being and Cultural Diversity

This Area of Learning focuses on children learning about themselves, their relationships with other children and with adults. They are encouraged to develop their self-esteem, their personal beliefs and moral values. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Children are supported to become confident, competent and independent thinkers and learners.



Language, Literacy and Communication Skills

This Area of Learning focuses on children being immersed in language experiences and activities. Their skills develop through talking, signing/communicating and listening.



They are encouraged to communicate their needs, feelings and thoughts and retell experiences. (Some children will communicate by means other than speech.)

Children refer to their intentions by asking questions, voicing/expressing opinions, reacting to situations and making choices through a variety of media.

They are encouraged to listen and respond to others.

Children have opportunities to choose and use reading materials, understand conventions of print and books and are given a wide range of opportunities to enjoy mark making and writing experiences.

Mathematical Development

This Area of Learning focuses on children developing their skills, knowledge and understanding of mathematics by solving problems.

They use numbers in their daily activities and develop a range of flexible methods for working mentally with number, in order to solve problems from a variety of contexts,

Moving onto using more formal methods of working and recording when they are developmentally ready. They investigate the properties of shape and sort, match, sequence and compare objects and create simple patterns and relationships. They use appropriate mathematical language to explain their reasoning and present their work in a variety of ways using objects, pictures, diagrams, words, symbols and ICT.



Welsh Language Development

This Area of Learning focuses on children learning to use and communicate in Welsh to the best of their ability.

Skills are developed through communicating in a range of enjoyable, practical planned activities and using a range of stimuli that build on and increase children's previous knowledge and experiences.

The children's oral experiences are used to develop their reading skills. They listen to a range of stimuli, including audio visual material and ICT interactive software.



Knowledge and Understanding of the World

This Area of Learning focuses on children experiencing the familiar world through enquiry and investigation. Children are given experiences that increase their curiosity about the world around them and to begin to understand past events, people and places, living things and the work people do.

They learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity.



Physical Development

This Area of Learning focuses on children's physical development. Enthusiasm and energy for movement is continually promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination and developing motor and manipulative skills. Children are encouraged to enjoy physical activity and their developing sense of identity is linked closely to their own self-image, self-esteem and confidence.

Children are introduced to the concepts of health, hygiene and safety and the importance of diet, rest, sleep and exercise.



Creative Development

This Area of Learning focuses on children developing their imagination and creativity through the curriculum. Their natural curiosity and disposition to learn is stimulated by everyday sensory experiences.

Children engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement.

Children explore a wide range of stimuli, develop their ability to communicate and express their creative ideas and reflect on their work.



It is important to remember that children don't learn these things separately - the seven Areas of Learning and their activities link closely together.

It is essential that the needs and interests of the children are central to the learning, and that they develop a positive attitude to the learning process.

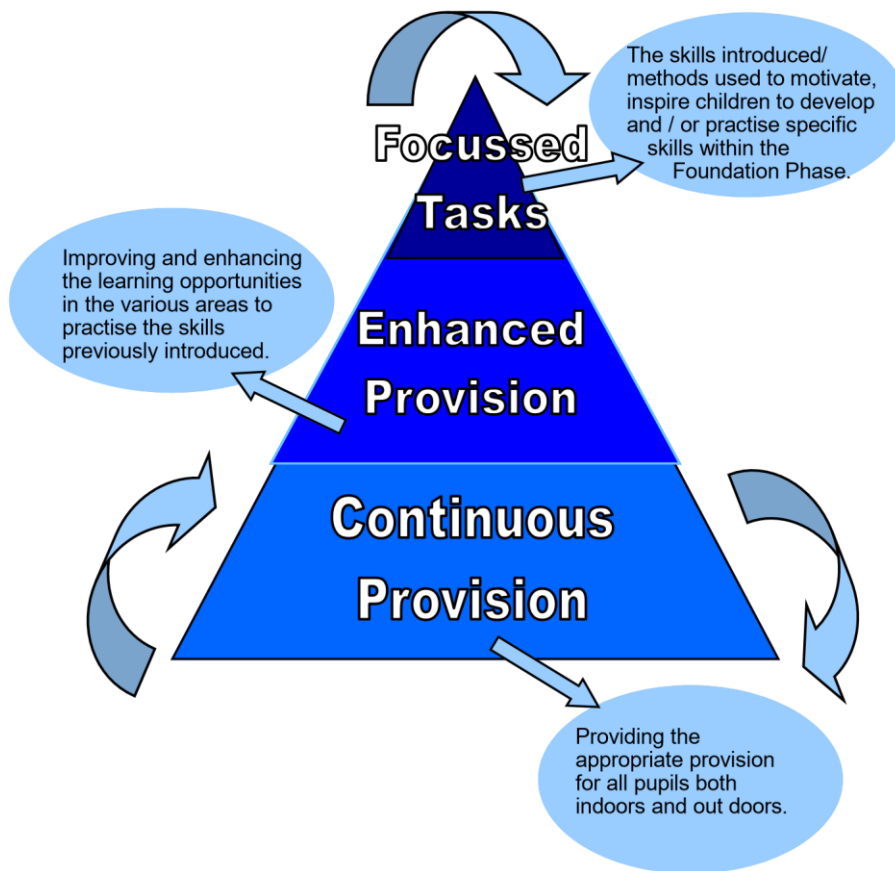
At Cogan Nursery School, each child is seen as an individual with different skills and interests. Our aim is to create a learning environment that will give children a variety of experiences that further develop specific skills and moves their learning forward.



How we implement the Foundation Phase

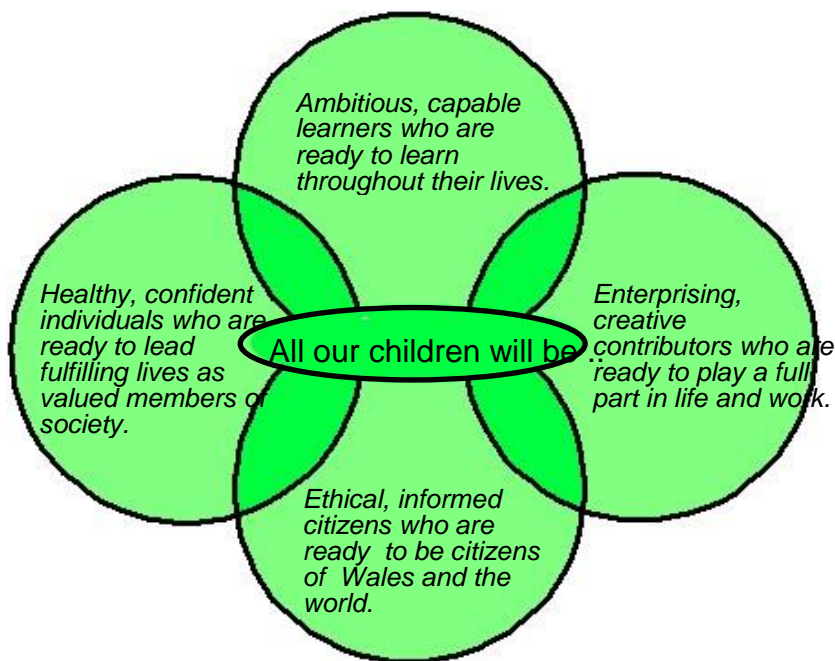
We plan the Continuous Provision based on pupils' interests and the resources available within the various areas both indoors and out.

We enhance these opportunities to further develop pupils' experiences and skills. This may be the result of observations and / or requests by children.



The New Curriculum for Wales

It is a very exciting time for Education in Wales. All schools are currently preparing for the implementation of a New Curriculum in September 2022. The new curriculum will have four purposes at the centre.



At Cogan Nursery all staff are committed to developing the best possible curriculum for our children. We will update documentation as our curriculum takes shape.

Learning and Teaching

The Foundation Phase requires a teaching approach that is best suited to the active learning that characterises this phase of education and the multiple ways in which children learn. Staff at Cogan Nursery School are the facilitators of learning where the child is at the heart of learning and teaching.

We ensure that there is:

- A visually stimulating environment indoors and outdoors;
- Opportunities for active and quiet times indoors and outdoors;
- A balance of practitioner-directed and child-initiated activities;
- Opportunities for experiential learning and reflective discussion.



Staff select appropriate teaching strategies. These may include:

- A directed activity to demonstrate a new skill and to give clear explanations of information;
- A play-based, problem-solving activity which might require intervention to support or 'scaffold' learning, pose challenging questions or give reinforcement with praise and encouragement.
- A role-play activity requiring interactive participation to extend language skills, with staff and children involved together in the activity.

Planning, Assessment, Recording and Reporting

All staff are involved in planning and evaluating activities. Planning is broken down into long-term, medium-term and weekly planning.

All staff are also involved in the assessment of children. On entry to nursery, staff carry out a baseline

assessment linked to child development. This is revisited formally each term. Progress using Foundation Phase Outcomes is also monitored and tracked. In addition, a child's level of well-being and involvement is monitored



and child observations and / or photographs / video clips are used to aid all assessments. The formal and informal assessments are used to plan next steps and activities to meet individual needs across all areas of learning.

As well as informal opportunities, there are formal opportunities for parents / carers to discuss their child's progress each term. A report highlighting strengths in each of the areas of learning and a way forward in literacy and numeracy is produced in the summer term.

Estyn

A recent inspection by the school's inspectorate, Estyn has judged that Cogan Nursery School is excellent in every one of the five inspection areas. The inspectors gave no specific recommendations following the inspection, making Cogan Nursery School the first school in the primary sector to achieve this.



Behaviour

A high standard of behaviour is expected of all children. At our nursery, we believe this is best achieved by using positive strategies offering praise whenever possible and the minimum of negative comments. However, our staff will always support and help your child to reflect on what has happened and what they need to do next.

Equal Opportunities

At Cogan Nursery School we truly believe in equal opportunities. All children are treated as individuals and we build on their previous knowledge and experiences. We also provide opportunities to experience, understand and celebrate diversity. Incidents of bullying or racial discrimination are taken extremely seriously. In the past year, no incidents of discrimination have been recorded. In accordance with the Disability Discrimination Act (1995) and as amended by the Special Educational Needs and Disability Act (2001), and Equality Act 2010, the school is implementing reasonable measures to ensure accessibility for all. Information is available in large print and can be translated if necessary.

EMAS

We have a number of children attending our nursery who have a first language other than English. Translators can be arranged during initial visits and on admission days.

Use of Welsh

English is the main language used at nursery. However, the Welsh language and Welsh heritage are celebrated. During Nursery sessions a lot of incidental and everyday Welsh is used. Children soon begin to respond, initially by the joining in with songs and rhymes.

Additional Learning Needs

We ensure inclusion of all children allowing those with additional educational needs to be educated alongside their peers, by providing a differentiated curriculum and individual programmes of work if required. In accordance with the new Additional Learning Needs Code, a register of pupils with additional educational needs is maintained. We seek advice from outside agencies for children at Early Years Action Plus and have links with the Local Authority, health visitors, speech therapists and outreach teachers from special schools. Parents / carers of children with additional needs are invited to discuss the Individual Development Plan for their child.

The School Special Educational Needs Policy is available for parents to view. Children identified as being more able and or talented also have challenging, individualised programmes to help them to develop problem solving and thinking skills. Parents / carers are also involved in these programmes.

Looked After Children

We support the educational achievement of all children including those who may be looked after. Mrs Bayliss has designated responsibility for looked after children.

Health and Safety

The health and safety of your child is paramount. The school adheres to guidelines issued by the Local Authority in relation to health and safety. Termly fire drills are undertaken and the school is well equipped with appropriate safety equipment.

Medicines

Parents should inform school if a child has a medical need. Children with conditions such as asthma and diabetes can be treated in nursery once consent has been obtained. Our staff are first aid trained and trained to administer epipens.

Accidents or Illness at School

If a child is taken ill or has an accident at school, parents / carers will be contacted as soon as possible. It is important that contact details are kept up to date. Children with stomach bugs need to be clear for 2 days before returning to school.

Toilet Facilities

Toilet facilities are regularly checked. They are cleaned at the end of each session. Toiletries are replenished as necessary. It is our policy that two adults change children if this is necessary.

Security

There is appropriate fencing around the school's boundary. Staff and Visitors are required to sign in and out. Staff and volunteers have been DBS checked. Cameras monitor the school entrances.

Complaints Procedure.

All the staff are committed to delivering the best possible education to our pupils and to care for their health, safety and welfare at all times. From time to time however, it is possible you feel we have not lived up to your expectations. If this

is the case please talk to one of us and / or Mrs Bayliss. We will do whatever we can to resolve satisfactorily any reasonable problem where this is brought to our attention. However, should you feel that things are not resolved the matter should be raised formally, in writing, with the Chair of Governors. The procedure for doing this is available at the school or from the Clerk to the Governors.

Health Promoting School

The Welsh Network of Healthy School Schemes (WNHSS) was to encourage the development of local healthy school schemes within a national framework.

The WNHSS describes a health promoting school as one which 'actively promotes, protects and embeds the physical, mental and social health and well-being of its community through positive action'. This can be achieved through policy, strategic planning, staff development, curriculum, ethos, physical environment and community relations.

Within the scheme, there are seven different health topics that schools need to address. These include:

- Food and Fitness
- Mental and Emotional Health and Well Being
- Personal Development and Relationships
- Substance Use and Misuse
- Environment
- Safety
- Hygiene
-



Each topic has indicators under the headings:

- Leadership and Communication
- Curriculum
- Ethos and Environment
- Family and Community Involvement

At Cogan Nursery school, we are proud to be part of the scheme. We believe we have a vital role in teaching children skills for life. The seven health topics are embedded in our school life. We have been awarded the National Quality Award for being a Healthy School

Sex and Relationships Education

The school policy on Sex and Relationships Education has been approved by the Governing Body. At our nursery, staff endeavour to answer children's questions appropriately but will not teach the subject in any formal way.

Sex and Relationships Education is not a discrete element but is integrated into our curriculum.

This is sometimes a part of the incidental teaching, sometimes reflected in the ethos of the school, but mainly taught as part of the themes and topics in the school.

Skills, knowledge and values our children will develop:

- To express their feelings;
- To make and maintain friendships and other Relationships
- To begin to manage different emotions and handle change and new situations.
- To show care and consideration for others;
- To respect others;
- To value friends and family;
- To feel positive about oneself;
- To take increasing responsibility for one's actions.
- To recognise the similarities and differences between themselves and other pupils
- That humans and other animals can produce offspring and that these offspring grow into adults.

RE and Collective Worship

Whilst this is not statutory at nursery, there are regular opportunities for collective worship.

During the course of the year the children learn about the celebrations of different religions. We have also developed a Gardd Dawel which has artefacts from the major religions of the world.



Sports and Fitness

There are regular opportunities for children to take part in sport and exercise. All children take part in gymnastics as part of our Nursery curriculum. Tumbling Tuesdays also allows these children to access our climbing apparatus and further develop their gross motor skills.



We look forward to welcoming you and your child to Cogan Nursery School. We aim to work in partnership with you to ensure your child has fun whilst developing positive attitudes to learning.

We learn to play



We play to learn