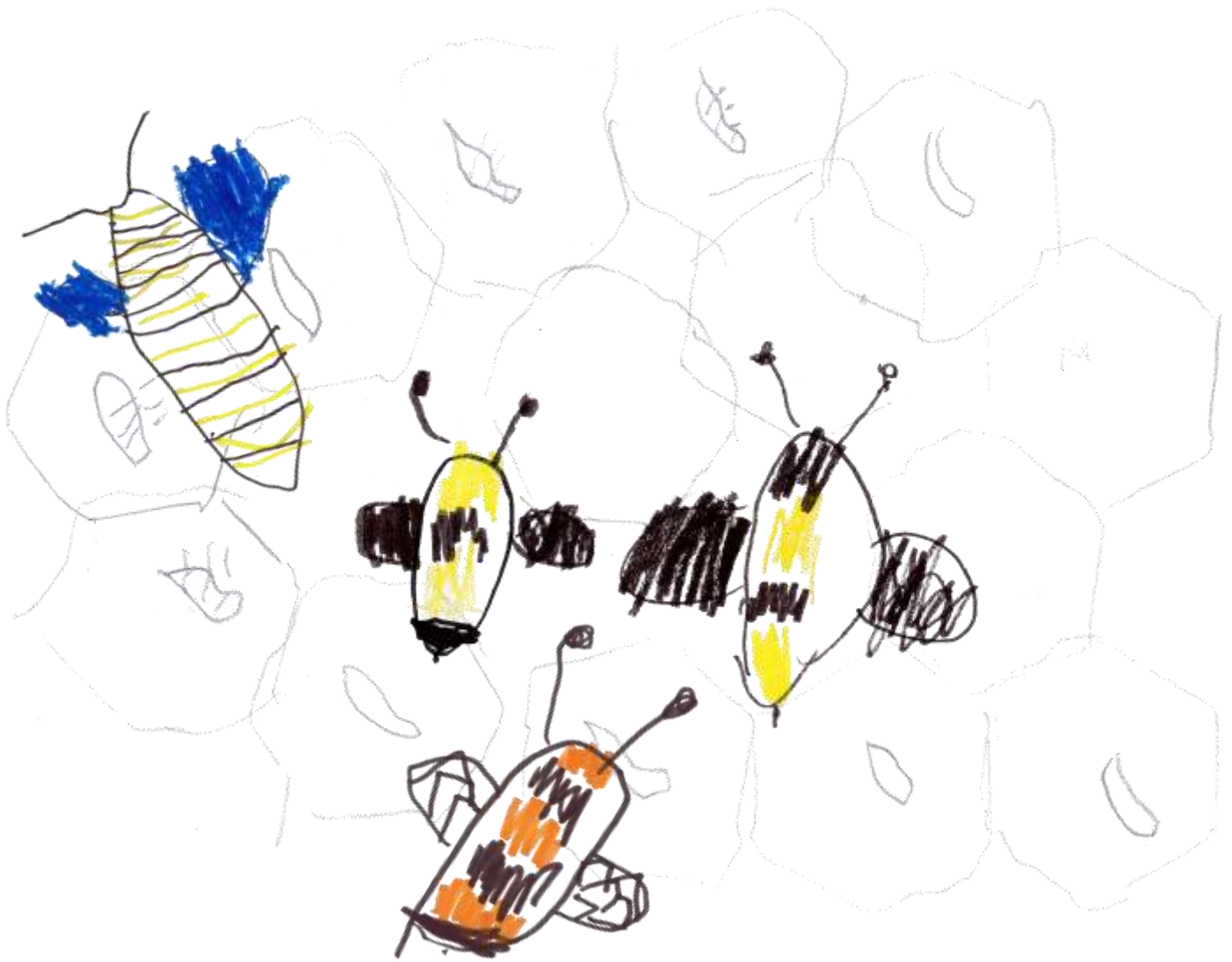


Madeley Nursery School



‘Discovering our amazing world together.’

Report from governors 2022-2023



Welcome to the annual report to parents from Madeley Nursery School.

This is a way to share information and celebrate another friendly and dynamic year of collaboration and participation in the joy of learning together,.

It includes information about the work of the Governing body, bringing together a small example of the projects, interests and experiences of the children.

Dear Parents and Carers,

Each year the Governor's Annual Statement report allows us to share with you the fantastic work and journey of learning, discovery and friendship that we have all shared throughout the year. During the 2022/2023 academic year, we have had some significant changes in our staffing. In October we said goodbye to Julie Johnson who has been working and supporting our families for over ****20 years.**** In December we said goodbye to Helen Torr who had been our wonderful Deputy Head since ******** We are now fortunate to have her as a member of our Governing Body. We would like to take this opportunity to thank them both for all their years of dedication and commitment to the education of our children and families. We will miss them and wish them all the best for the future.

In January we welcomed Ben Braim as our new Deputy Head, he brings a wealth of experience and enthusiasm to the team.

Madeley Nursery is supported by the Governing body which is made up of parents, staff, members from the local community and representatives of the local authority. Our role is to support the school towards maintaining and developing further the outstanding early education and care that Madeley Nursery School has always provided.

We ensure that the school is a wonderful place for every child and family who are a part of our learning community. The role of the Governing body is to challenge and support all members of staff, including the Head Teacher, as they continue to provide an inspiring and nurturing learning environment for all children.



The Governing Body Consists of three main committees they are:



Curriculum Committee- Madeley Nursery's Curriculum Committee believes in the competency of every child and that they are as much our teachers as we are theirs. Our curriculum promotes a collaborative learning journey between the children and staff. This committee focuses on ensuring that the school develops inspiring and engaging approaches to all aspects of children's education and development, meeting and exceeding the requirements of the Government's EYFS curriculum. This year we have been focusing on the school's many projects and supporting staff in their deep dive into pedagogical research approaches, which underpin all of our teaching and learning. We have been looking at how educators plan for learning and future project work and how, by documenting children's learning and listening carefully to their ideas and thinking, we can ensure children are deeply involved, enthusiastic and can achieve their goals.

Finance and Personnel Committee- This committee plans for and monitors the expenditure of the nursery throughout the year, to ensure that money is used wisely and carefully for the educational benefit of all of our children. The Committee also reviews special grants such as the pupil premium funding, to ensure that all children receive an equally rich and varied education.

General Purpose Committee- It is in this committee that health, safety and welfare matters and policies

are monitored, updated, reviewed and evaluated to make sure that Nursery is an exciting and safe place for your children. Members of this group ensure that Nursery meets its legal duties and that the highest level of care practices are maintained.

All three committees work together so that Madeley Nursery is a secure and welcoming environment for everyone; where children, staff, volunteers, students and visitors can all learn together. The staff are supported by the Governing Body to help deliver teaching, learning and care which relates to the Schools' principles, aims and values.

Learning and Partnerships beyond Nursery: Madeley Nursery celebrates its part in both the local and global community. Throughout the year we build connections and partnerships with the surrounding community such as links with the Severn Gorge Countryside Trust, Madeley Orchard and The Master Composters from the Shropshire Organic Gardeners. Children also enjoy being part of a worldwide collaboration in learning with schools in other countries such as *****

Projects: This year the children have been exploring their gardens and outdoor spaces in-depth, building relationships with nature, creating ecological awareness and how that encourages them to become custodians of our world in the future. This ecological focus has been supported and enriched by our key literacy texts, where children have blended their learning of favourite stories with their discoveries in the outdoor environment. Mathematics has been embedded throughout the year in our project work such as creating mathematical games, soup making and outdoor project work.

The future: We will be continuing to work in our group nests in September, focusing on ecology of the natural environment as this holds an inherent interest for the children. This focus on nature is authentic, deep, meaningful and in direct hands-on contexts through which we educate our children. *****

The Governing Body would like to say a big thank you to the wonderful team of staff and volunteers for

their amazing work and dedication throughout the year. We would also like to thank all parents and carers of our children; your support, help and encouragement means that we can deliver an outstanding level of education for every child. We would also like to thank the children for their work, joyfulness and inspiration. The children remain at the centre of everything that we do.

For the children heading off to school or home education, we wish you a wonderful next step in your learning journey. For those staying with us, we look forward to welcoming you back in September.

Helen Beale Chair of Governors

Paula Clifford Vice-Chair of Governors



[A message from our headteacher](#)

As we come to the end of another wonderful school year, it is time to look back and celebrate everything that we do together at Madeley Nursery School.

Thank you to families.....

Families of children in nursery have been very supportive of the school and engaged with their children's learning, investigations and interests. I would like to thank you each of you for your positive and friendly attitude towards other children and families, and to the school staff. You are wonderful role models for your children and by working together we really make a difference.

Our focus is on learning with, and through nature that is all around us in the nursery gardens. It is an endlessly fascinating subject for both children, and adults. Over recent years we have been focused on increasing the biodiversity in our garden spaces. As a result we have seen more wildlife, from invertebrates, such as worms and slugs, to fungi, and birds.

We have replaced the fencing around the garden at the front of the nursery building, this will help us to continue to use the area for children's learning.

We have established regular learning experiences using children's books, including modern, and traditional tales as well as information books.

Thank you to school staff.....

Each member of staff has worked very hard throughout the year and I am very proud of everything that they do to make this the best place for children. The staff team have high aspirations for every child, they want them to be happy, healthy, and achieve their best. Staff are learning all of the time, they commit fully to improving their own practice through professional development which enables them to maintain the outstanding early years care and education provision here at Madeley Nursery School.

Thank you to our volunteers, students and community partners.....

We love to welcome volunteers, students, and young people on work experience into school. Their commitment, and contribution to school is invaluable.

We would like to thank Master Composters, Colin Muddiman and Louise Lomax from the Shropshire Organic Gardening group for their wonderful ongoing support in our environmental work in the nursery gardens.

Thank you to the school governors.....

We are very lucky to have a wonderful group of volunteers on the governing body. Everyone gives their time, care and attention to the school, supporting the whole team to make Madeley Nursery the best that it can be. This year Jez Lowe and Caroline Babb have retired from the governing body, they have given years of dedication and service to the school and we would like to thank them for everything that they have done.

A wonderful year of learning together.....

We have continued this year with our research project focusing on 'What is alive in our garden?', children and staff have explored our school gardens, noticing the relationships between all of the living creatures and plants. The children show us their deep sensitivity to the natural world and to living things.

After agreeing a list of core texts, we have been regularly sharing books with children, these act as starting points for ideas, they enrich children's communication and language development, and they support the start of a lifelong love of reading.

Together, children have generated some incredible ideas that have resulted in them creating their own books with others in their nests. These will be given as gifts for families and will hold memories of their year together .

This report has a small selection from many learning stories that we could tell, we hope that you enjoy reading them.

Have a wonderful summer holiday, we will continue to make preparations for September to welcome some families back, and make new friends with those who are starting with us. We are going to continue to research 'what is alive in the garden?' So please stay in touch via email or the Facebook group pages.

For those families whose children go onto school or home education we wish you and your child a wonderful next step in their educational journey.

With very best wishes from

Louise Lowings

Headteacher



Do you want to play a game?

Lou, Victoria, Helen, Jill, Clare, Jenny C, Jenny L, Chantelle.

"If you believe that others are a source of your learning, identity, and knowledge, you have opened an important door to the joy of being together." Rinaldi

Throughout the year, our group has been diverse and full of generosity. Heartedness and care, curiosity, and an eagerness to learn have characterised the Sparrow's Nest. Daily group gatherings have punctuated our time together, giving the children opportunity to share and develop their many ideas. Being together and encountering difference has been valued, and a democratic culture engendered, in which vibrant learning has taken place. There has been space and welcome for all children, for all ideas, for each child's exceptionality. There has been listening, noticing, voices, sounds, moving, singing, signing, playfulness, so many ideas and plenty of games.

Back in the autumn term, in the outdoor piazza, Jack, Ezra, Arthur, Hattie, and Fauja developed a **'Ready, Steady, Go!'** game, with Clare. Travelling games, ball and hoop games, leaping games and number games were also being established and enjoyed.



Games were for everyone and for all of us. They were for our bodies and our minds. Of course, the group had ideas about games.

"Have you got a game idea?" Thaddea

"Like a game with friends. A running game?"

Dylan

"Maybe, but maybe a game with turns."

Thaddea

"I know those games." Dylan





“Come and play. Do you want to play a game?”

Rose

“I know about games.”

Maia

“I know snap!” Rose



“Do you want to play a game?”, an invitation first shared by Rose, was quickly being adopted and owned by everyone in the group. It was an invitation to come together, to join, to share, to learn, to have fun. It was an invitation that could be offered with words, gestures, signs, sometimes just with the touch of a hand.



In the lab, Emily invited Harper to play noughts and crosses. Knowledge and experience of the game was exchanged, ***“learning from the learning of others”*** Rinaldi. But this encounter was also about friendship and connection, generously exchanging the excitement and anticipation of the game. A relationship began to be formed and cultivated here. There could be disagreement and disappointment, but still friendship and delight.



There was the jumping game too, inspired by Jack. Boundless energy was required for this jumping conversation. Hattie, Faye, Harmony, and Jack connected and attuned themselves to each other. Through their mirroring of each other's movement, with stops and starts adding to the



joy and enchantment, each was noticing and affirming the

other. In this landscape, there was attentive communication, valuable to all four friends, speaking strongly of the competency and compassion of children.



During the spring term in the Café, lots of time was spent developing familiarity with games such as Snap, Snakes and Ladders, Connect4, Bingo, and Noughts and Crosses. Games were developing rules. These rules were important and needed to be agreed.



Track games and circle games offered more physical challenge.

"This game is making my body tired." Edith

"Well games can do that." Charlotte

The group valued sharing their love and knowledge of games at their Games Café.





Games were helping us to learn about letters and numbers too. They could be hidden treasure in the sand or plotted along a path, leading the way home.



Games with letters and numbers afforded a shared language and a further means of connection between all the children in the group that could be communicated and understood in multiple ways. Our differences and fascinations did not separate us, they connected us, enriching each child's learning.

"Where's 12? Where's 12?" Joshua

"Bye-bye 11." Max

Jack gasps, taps his knee, and exhales, looking towards the numbers intently.

"But where's 10 number rock?" Max, turning to his friends.

"There it is." Teja, pointing to number 10.

"Bye-bye 10, bye-bye 9." Max

Jack follows Max as he moves to the different numbers.

"Bye-bye 12." Joshua



Another feature of the children's games has been their inclusion of information and imaginings about the creatures living in the garden. The hot bin and compost bins in our gardens have also

provided much inspiration for the groups' creature games.



The children's care for the lives of these creatures and their importance in the world has been communicated through games. Likewise, the danger that the creatures face in the living system were grappled with through the rules that were developed in the games.

"Oh no! A bird eats you. Go back to the start."

Edith

"You're caught in the spider web. Miss a turn!"

Faye



There were rules and disagreements, but always care. The creatures, like the children, had adventures, had stories to tell and played games. They had family and friends, they could 'feel' and 'connect,' face danger and uncertainty, 'change' and 'grow'.

The Sparrow's Nest has been a place of communication, debate, theories, and perspectives, sustained by the children's abounding ability to listen and a reciprocal expectation of 'multiple listening' shared by the children and adults together. Games have gifted opportunities for communication and co-action in many beautiful ways. They have provided welcoming, safe spaces for conflict to be encountered and have been particularly impactful in promoting wellbeing and the growth of relationships and learning.



“I’m sharing with him – he’s very sharing with me.”

Sue, Deb, Jenny L., Jess

Our research project this year has centred around ‘what is alive in our garden?’. We have spent many hours and days looking, discovering, sharing and exalting in the rich array of flowers, trees and wildlife that inhabit the gardens at Madeley Nursery.

During this year we have cared for worms, spiders, snails, slugs and many more creatures. We have planted a wide variety of seeds and nurtured their growth into plants, flowers and edible foods. Each experience has been met by the children with joy, intrigue, care and a need to share each detail with one another.



Throughout this time, the children have become particularly fascinated by the “so many woodlice” (Harrison), that we have found nestled under decaying logs, plant-pots and rocks. Much of our research has centred around these fascinating creatures, their habitat, anatomy, predators and family-ness.



Where it all began

In September, we started our research in the Wild-Area of nursery. We visited this space every day to witness and partake in the transformational richness and beauty of the autumnal season. Cool breezes swept through our hair and faces, hazy sunny days created light and shadows that appeared to dance on us and our surroundings, the delicate aroma of dampened earth filled our senses. The children revelled in this beauty, and it inspired the group to return to the Wild-Area time and time again.

Whilst we were there, we collected tree-seeds, leaves, feathers and creatures. Children invited one another to notice, to “come and look” (Finley) and to share in the delight of their discoveries. The children quickly found a commonality of interests and questions. Creatures and objects were offered to one another, and genuine curiosities were piqued.

It was one bright but chilly October morning that a large colony of woodlice were found nestled in the crevices of a decaying tree stump;

“hello woodlouse” Chris-Matthew

“loads and loads and loads of woodlices! – I think there’s 1,



2, 3, 4, 5, 6 of them!" Alfie

"I need to draw a woodlice" Roxy.

This small exchange between friends was carefully reflected upon by the educators. We questioned how to really inspire and promote the children's thinking, their theories, and their questions. Resources were carefully gathered; photographs, diagrams, a variety of drawing materials, clay, I-pads and videos of woodlice in their natural environment were offered and re-offered to the group. Conversations, observations, and graphical representations quickly became part of our



daily encounters. Clay became an important material for discussing the anatomical features of woodlice –

"how many legs do they have?" – Zain

"what do woodlice eat?" -Roxy

"where are their bottoms and mouths?" -Alfie

Educators and children researched together, finding new vocabulary and new information that we discussed and shared as a group. Educators supported the children to listen to one another, to consider one other's thoughts and to acknowledge that ideas can be borrowed, can be disagreed with, can be remembered, and can be used again and again;

"I made an exoskeleton" Melodi

"I'm making a woodlouse" Autumn

"Sue, Jenny and me found that woodlice have blue blood!" Zain

"there were lots of woodlice in my garden, but they've gone" William

"where did they go?" Sienna

"under my mud, when I dig, I can find them" William.

The group also connected with the woodlice through comparisons with their own experiences and relationships;

"I see a tiny baby – wow, he's like me" Archie

"this is the mummy one" Autumn

"it's going to its family" Roxy

Further collaborative research between the educators and the children, led us to discover that female woodlice carry their babies – mancas - on the underside of their bodies for a few days until they are large enough to scatter and fend for themselves. The children had many more questions and much curiosity;

"how did the Mummy woodlouse get eggs?"

"that's the babies....1,2,3,4,5,6 – 16 babies!" Gianna

"I got the baby on the tummy" Maksim.

Drawing and clay-work provided greater opportunities for children to discuss their theories, working in small groups facilitated conversations and noticings of one another's work. There was an unceasing expectation within the group that children and adults worked collaboratively together, that every child was heard, that their work was seen and their ideas were valued. The culture of our group was one of team-ship, solidarity and research.

An unexpected discovery

It was whilst educators and children were researching videos and images of woodlice, that we came, quite by happenchance, across a video of the predatory woodlouse spider. A new energy and vitality swept through the group. We watched this video many times, each time the actions of the woodlouse-spider were scrutinised and questioned; each time the woodlice were told to -

"be careful" Sienna

"he's coming" Rajveer

"run woodlouse! It's coming!" Lilah-Rose.

This new, jeopardous provocation sparked new, more menacing collaborative discussions and observations. We began to question, with



doubt and uncertainty the safety of all woodlice and the motives of the spider;

“it’s really mean, we won’t be able to see anymore woodlouse” Zain

“the baby woodlouse died now, and the mommy and daddy woodlouse too” Maisie

“the woodlouse spider is scary” Arlo

“the spider is angry” Gianna.

The group were worried and concerned for the woodlice and began to find ways of resolving the newly discovered danger that woodlice faced. Maps became an important device for finding a way to safety, a way of returning to family and to a place of belonging;

“I’ve made a map for the woodlouse when she goes to work, she’ll need it come home” William

“my baby woodlouse is sad – because its mummy is going away” Rosa-Rae

“I’ve drawn a path – it goes to their house” Isabella



The care, love and empathy shown to these small creatures emanated, almost constantly, through the group – new ways of empowering the woodlice to become “superhero woodlouse”, to re-address the seeming imbalance of power, creating ideas that “the woodlouse spider has turned into marshmallow!” Zain, were shared, explored, discussed and agreed upon.

The wrangle between the woodlouse and the woodlouse spider has not been reconciled for the children. The group continue to ask about the spider and continue to be enthralled by the threat posed to the woodlouse. But the children are seemingly more comfortable with uncertainty, for them this does not need a conclusion, or a ‘happy ending’. The group continue to revel in shared ideas and understandings.

Our year together

The joy of discovery and exploration has been shared throughout the group, with many beautiful and meaningful exchanges of words, gesture and experiences.



The care shown for the woodlice, and indeed all of the living things in our garden has continued throughout the year. The children and educators visit and watch over our garden every day; do the plants need water?, are the creatures safe and still there?, can we go and look for woodlice?

It has been our endeavour this year that the children have felt a sense of empowerment and freedom to explore their surroundings, to express their opinions and ideas, and to relish in one another's company.

There has been much change for our group – older friends have left for school, new friends have joined us, seasons have come and gone and new areas of nursery have been explored, scrutinised and inspired. But through all of this, in everything we do, is a sense of companionship and joy; a sense of adventure and collaboration, a sense of solidarity as we learn and discover together.



Lilah-**Rose's woodlouse spider song:**

"I like the woodlouse spider in my garden,

That could be my lovely garden.

I like to be in my lovely garden.

I love the woodlouse spider, woodlouse spider.

I like to see all day long"



“We are all connected – like a web”

Mo, Ben, Helen T, Jenny Clare, Jenny I., Mel,

Introduction

Food is the great connector, and laughs are the cement. If we go out to eat and have a nice meal, that's one thing. If we can share a laugh, now we're friends - Philip Rosenthal

Our group have been on a journey of change this year. We have grown as a nest and welcomed new friends and said goodbye and good luck to others. We started this year by saying goodbye to Helen and welcome to Ben. Our learning enquiries have adapted as we have moved between nest spaces. In the studio we focussed on art and creativity, in the lab we had a special interest in construction, mathematics and big bad



wolves! During our last term in the café, we have been making full use of the kitchen and enjoying our weekly cooking experiences. Underpinning all our learning has been our ongoing and constant fascination and exploration of our garden and what is alive. We return daily to our garden and enjoy the experience of finding interesting creatures, observing living changes and caring for the natural world around us.

Our soup project has been a wonderful opportunity to work with families and increase our skills in preparing ingredients and finding ways to represent our ideas. Through drawing, painting, clay, music, mathematics and writing we have expressed our knowledge and ideas. Indeed, our garden has provided opportunities to grow and harvest ingredients for use in the soups, such as potatoes and nettles. Through these processes of growth and harvest, we have come to understand more clearly our place in the local ecology of our nursery. We visit our hot bin daily to investigate what is inside and enjoy feeding it with our scraps from our soup preparation giving a beautiful circularity to our project..." the worms will love this food".

“There must be provision for the child to have contact with nature; to understand and appreciate the order, the harmony and the beauty in nature” (that the child may better understand and participate in the marvellous things which civilisation creates) Maria Montessori

In all our work we return to nature, our silly soup



invited offerings from all children which gave them opportunity to express what is important to them, our soup contained fruit, our names, woodlice, worms, a heart to put love into it and lastly vegetables! Importantly, this encounter also provoked some conflict amongst the group, as demonstrated by one child who passionately argued against the inclusion of insects in the soup as this went against her principles of respect and care towards mother nature.

Each week, the group have studied soup ingredients closely through sensory experiences and the languages of graphics and clay. Recipes were then investigated and followed. Finally, the soups were tasted and reviewed by all. Through these logical yet deeply creative processes, the group have engaged in complex learning across multiple aspects of their character. We hope to illuminate a small number of these myriad aspects and highlight the importance and beauty of the groups shared learning.

Togetherhness, Sharing and Culture

“Connection is why we’re here; it is what gives purpose and meaning to our lives” Brene Brown

We have found great pleasure in connecting with each other to make and share soup together. Children have worked together in developing practical skills, following the recipe process and producing an end product. We have all experienced opportunities to prepare the table and invite friends to gather round and share a meal together. The children take great care in serving one another and sitting around the table together has given us a sense of belonging. During these times, we have opportunities to share our thoughts and ideas with one another. It has promoted a sense of care and nurture between us all as a community and has been a powerful generator of positive culture. This shared project has created a feeling of togetherness within the group which we have seen reflected in all our other areas of learning.

“come and try it, its nice!” - Ada

“I like the taste, I can taste my tomatoes in it!” - Eloise

“And me” - Ted

“Me can show you how to chop” - Jaxon

“Be careful, don’t get hurt, its sharp to cut” - Keanu



"Let me help you" - Evelyn

"The soup is good for you inside" - Effie

"Let's put a heart in it so there's love inside the soup" - Emlyn

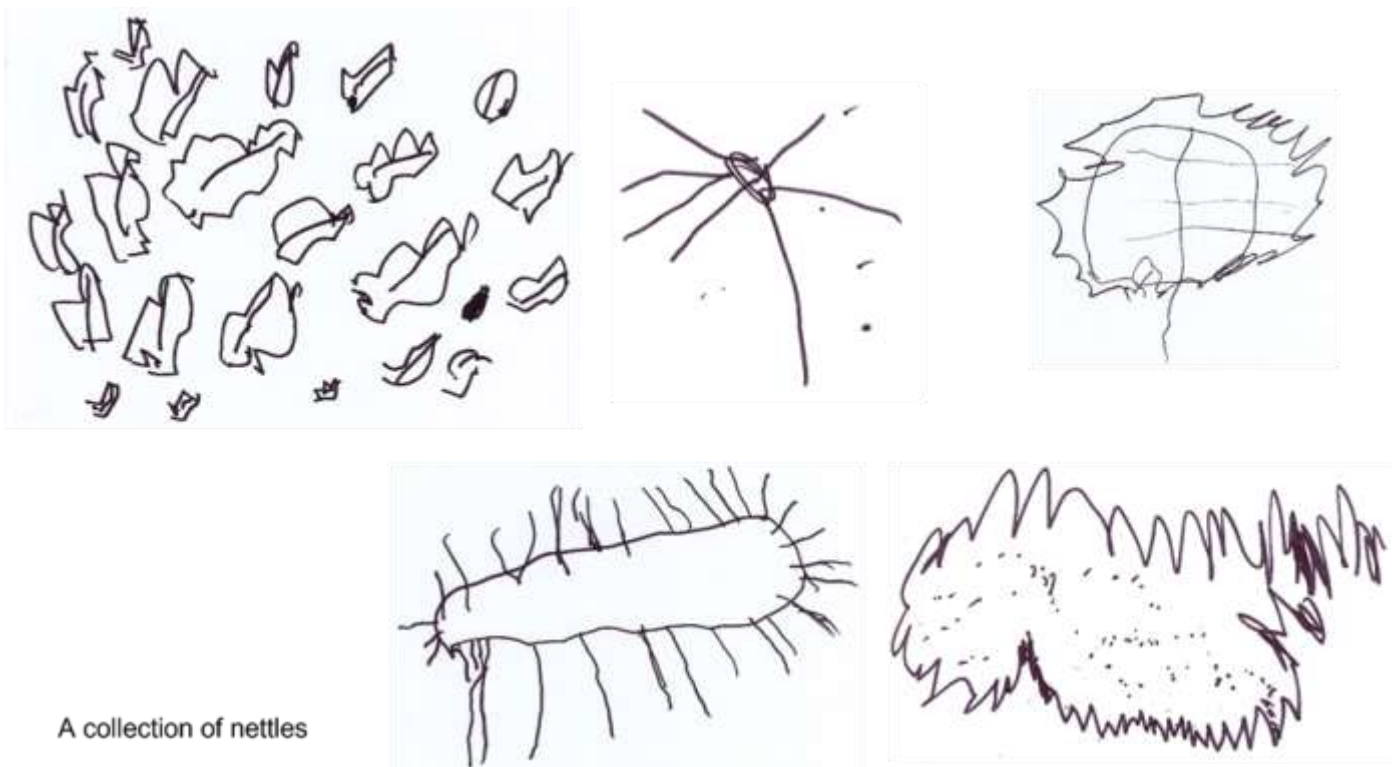
"I will get you a spoon to eat" - Chloe

"There's room for everyone at the table" - Esther

"Look, friends it looks different" (noticing the differences when cooked)

"You need to blow, it's a bit hot!" - Rose

"Yummy carrot" – Domas



Managing risk

During the early visits to the garden, encounters with Nettles, Holly, Brambles and Buckthorn enabled the children to revisit the concept of danger. The children were tantalised by their discoveries and there was a deep curiosity expressed by the group to want to know more about them.

"The stings come out of the leaf when you touch them" - Fatimah

"It might bleed our finger and then we need a plaster" - Rose

Spikes and stings were revealed under the microscope and the morphologies of different 'dangerous plants' were explored through graphics and clay. Our interests led to discussions about how to stay safe around the plants and how to communicate the dangers to others through warning signs.

"Danger sharp!" – Cole explaining the meaning of his sign



Curiously, it never occurred to any child in the group that the plants could or should be removed, which suggests to us that the commonly held belief across the group is one of each living organism having its rightful place in the environment and that it is our responsibility to manage our own risks without removing them. Indeed, one child noticed that different insects were able to walk along the nettles without being stung, which then led to his theory about why that is possible.

“It’s on there, it’s not getting hurt” – Keanu notices an aphid on the nettles

“How is it able to walk on the nettle without getting hurt?” – Ben

“Its got sharp legs so it doesn’t get hurt.” – Keanu

It is logical then that if other creatures can manage their own risks, so can we.

The context of environmental dangers also allowed us to explore other areas of risk management and safeguarding with the children. We constructed a grammar around fire safety and how to stay safe inside and outside. We considered aspects of diet and oral hygiene in detail. We also learned how to stay safe whilst handling the sharp tools needed to prepare soup ingredients, such as knives, peelers and graters.

“I can chop a tomato” -Effie

“I need help” – Evelyn

“This is tricky” – Eloise

Finally, we considered the concept of making something dangerous safe to eat. At first, the children did not think it was possible to eat something spiky or stingy without getting hurt.

“No, if we taste it, it will hurt!” - Lottie

But after some careful consideration, two possible solutions emerged.

“You can make them safe by cooking them. The stings fade away in the oven” – Emlyn

“Yes, by cutting them” - Isla

Through the process of making nettle soup, we were able to test both theories by blending the nettles into small pieces and cooking them on the oven. We were amazed and intrigued to learn that it was safe to eat and did not sting our mouths or teeth.

Democracy, debate, opinion and inclusion





The process of making soup together has enabled multiple opportunities for rich discussion and challenging debate. At first, we encountered different points of view when we began to taste and review the first soups that we made together. Some children were confident to try the soup, others were not. Similarly, those that tasted were often split between enjoying the soup or not. Through the safe context of reviewing our work together, we have learned to listen to and accept differences of opinion and to understand that it is healthy to disagree with your friends.

Indeed, as we became more familiar with tasting and reviewing, some children that were initially reluctant to try a soup were encouraged and persuaded to do so by others.

"Mmmm come and try it Cole, it tastes sweet" – Ben

"What, like sweets?" – Cole

"Yeah, like sweets!" - Ada

"Oh yeah, it tastes like gummy bears!" – Cole

Furthermore, the children's investment in the processes of making soup also enabled some that had previously disliked the soup to keep trying. The relationships that were established between the group and the careful investigation of the ingredients, the design of the recipe, the preparation of the ingredients, and the eventual opportunity to taste were powerful motivators in supporting some children's resilience and willingness to try new things.

"Yeah, it's like last week, I don't like it" – Keanu

<p>Personal, social, and emotional skills Collaboration, debating and deciding, agreeing, and disagreeing, offering opinions</p>	<p>Communication and language Discussing and sharing ideas, reviewing work, making suggestions, listening to opinions, accepting, or rejecting points of view</p>	<p>Physical development Developing fine motor skills and control through engagement with materials and tools – clay, graphics, cookery</p>
<p>Expressive art and design Communicating complex ecological and culinary ideas and processes through graphics and clay work</p>		
<p>Mathematics Measuring quantity, capacity, and weight. Communicating ingredient amounts. Sequencing instructions.</p>	<p>Literacy Developing knowledge of story structure through culinary themed key texts (magic porridge pot, enormous turnip and stone soup). Instructional language (imperative verbs).</p>	<p>Understanding the world Investigating ecological processes of growth and decay. Close study of 'dangerous' plants. Development of understanding around food and nutrition. Cultural development – links to family recipes</p>

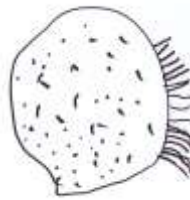
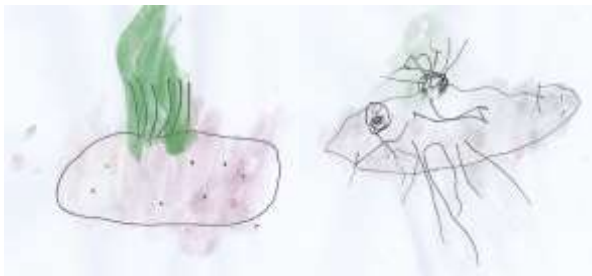
“Uhhghh, no, I don’t like it again” – Keanu the following week

As the project developed, the group was challenged to be more thoughtful in selecting recipes and ingredients. This led to some Socratic debate around which choices to make and why. For example, it was argued that we should make a chunky tomato soup rather than a smooth soup because the chunky version was more red. For the arguers, the redness quality was important when making a tomato soup and this ensured that the vote was won 8 to 7! Despite the closeness of the result, the group accepted the choice without further argument, which demonstrated their shared responsibilities towards upholding democracy.

The language of recipes

A recipe is a story that ends with a good meal - Pat Conroy

The process of communicating recipes to another audience was played with and developed in partnership between children and educators each week. In the early weeks of the project, educators



modelled imperative instructional language as the children experienced the cookery process. This early input quickly enabled the group to develop their own shared language and understanding of instructional language. For the children, it was important to communicate the recipes clearly so that another audience could recreate their soups as closely as possible.

It is striking that as the group began to re-create the recipes for themselves, clear instructions were vocalised at each stage of the process. Imperative verbs, such as wash, chop, grate, mix, peel and eat were squarely at the beginning of each instruction when asked what you needed to do next. Some children became so used to deploying this language that they were able to give clear instructions for making a whole soup from start to finish. Interestingly, some children began to unpick specific stages of the recipe in even more detail in order to communicate the instruction more clearly.

“Put soap on your hands, wet it, rinse it off, dry your hands, then they are clean” – Lottie explaining the first stage of any recipe, washing your hands.

It is evident to us that the context of making soup and communicating recipes clearly to another audience provided motivation for developing important aspects of literacy, speaking and understanding. Communicating a complex process, such as a recipe, to an audience in a way that limits their potential to misunderstand or make errors is a very complicated skill. Through their meaningful and joyful experiences with cookery, the children developed this skill to communicate in spades.

Afterword

Ben: It has been a genuine pleasure and a longstanding ambition for me to join Madeley Nursery and the pigeons nest this year. I have been overawed with the group's curiosities and passion for learning and the soup project has been a fascinating journey for me as an educator and member of the group.

It has been incredible to witness the group's enthusiasm for learning about different soups and how their knowledge, skills and experiences have developed throughout. Through our interests in soup, we have developed a positive and collegiate culture of co-operation, hard work, satisfaction and debate. We have welcomed families through their generous contributions of ingredients and family recipes. We have developed a wide range of knowledge and skills spanning the whole EYFS and beyond and we have savoured the simple pleasures of cooking and eating a meal together.

For me as an educator, it has been fascinating to observe how children develop the complex skills necessary for working together on a shared interest (the soup), reviewing the results honestly and agreeably, and communicating their experiences to a wider audience through the construction of a recipe book. The power of the children's competencies and rich ideas are plain to see within its pages and I hope you enjoy reading it as much as we enjoyed constructing it together.

Mo: What a joy to be a part of this wonderful project! It has been lovely to work with Ben and all the families. The nurturing nature of preparing food and sharing our meal around the table has created the feeling of a Pigeon family.

It has been really powerful to see how the children have found their own ways to communicate their ideas in so many different ways; the 100 languages of children.... they have expressed their thoughts to us through movement, through touch and taste, beautiful drawings and painting, their clay-work and their words. It has helped build a culture of kindness within the group as they look after each other and help with the domesticity of the tasks through their washing up and tidying.



Thank you to all our children for their brilliant words and ideas and to our families for being so enthusiastic in their support.



Children with Special Educational Needs and Disabilities (SEND)

We strive at nursery to fully include children with special educational needs and disabilities into the life of the school. We ensure that everyone has equal access to the curriculum agreeing individual education plans with parents and carers of children in the SEND register. We have a range of policies and practices to ensure that our provision is inclusive and that facilities are adapted to allow for this. We have disabled toilet facilities, ramped entrances to the building and garden and one-to-one support assistance where a need has been identified and funded by the local authority. We work closely with other professionals, such as speech therapists and occupational therapists that enable us to support every child. As a staff team we have regular training and meetings to keep our knowledge up-to-date .

All policies are available on request at nursery or via the nursery website. Further information for parents about Special Educational Needs and Disabilities can be found at the following websites:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

www.parentpartnership-shropshireandtelford.org.uk

Staff and governors with particular responsibility for SEND are:

Victoria Waring	Special Educational Needs Coordinator (SENCO)
Helen Beale	SEND and Equality
Tanveer Mohammed	Disability and Equality

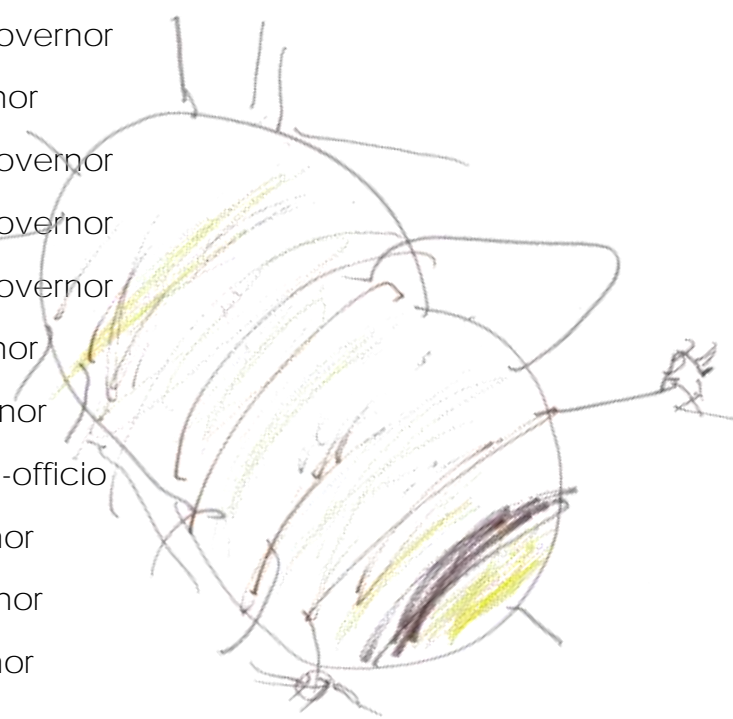
This year children are moving on to many new schools.

Alexander Fleming	1	William Reynolds	3
Aqueduct	1	Woodlands	7
Buildwas	1	Deferring	4
Coalbrookdale	5	Unknown	1
Holmer Lake	1		
John Fletcher	4		1 child deferring until January 2024
Ladygrove	1		1 child deferring until April 2024
Lawley Primary	1		2 child deferring until July 2024
Newdale	1		
Newport infants	1		
Greenfields (Shrews)	1		
St Mary's	7		
The Bridge	1		

Goodbye and good luck to everyone at their new schools.

Governors in Post 2022/ 2023

Helen Beale	Co-opted Governor (Chair)
Paula Clifford	Local Authority Appointment (Vice chair)
Ian Lakin	Co-opted Governor
Emma Betts	Elected Parent Governor
Clare Jones	Co-opted Governor
Linda Barnes	Elected Parent Governor
Luke Cutler	Elected Parent Governor
Jonquil	Elected Parent Governor
Cadi Price	Co-opted Governor
Tanveer Mohamed	Co-opted Governor
Louise Lowings	Head Teacher Ex-officio
Victoria Waring	Associate Governor
Ben Braim	Associate Governor
Helen Torr	Associate Governor

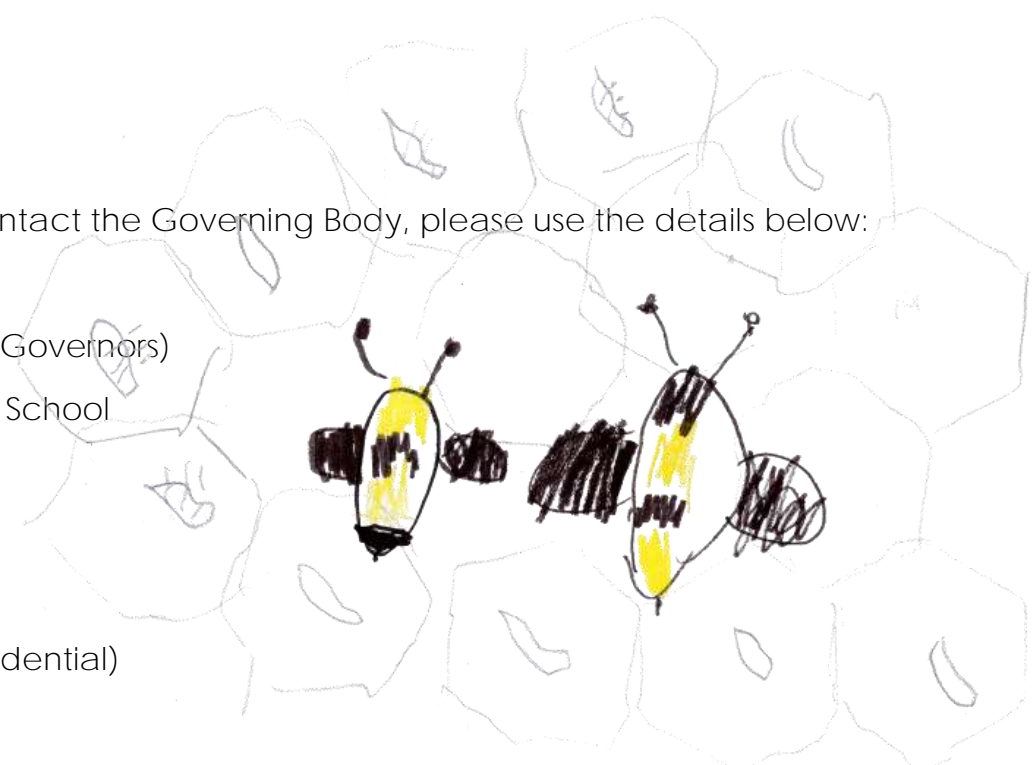


Caroline Babb	Associate Governor
Jeremy Lowe	Co-opted Governor

Contact Us!

If you would like to contact the Governing Body, please use the details below:

Helen Beale (Chair of Governors)
C/O Madeley Nursery School
Bridle Road
Telford
TF7 5ET
(mark your letter confidential)



Pupil Premium

We have high expectations for every child who attends Madeley Nursery School as we believe that every child is competent including children identified as being 'socially disadvantaged' and therefore eligible for pupil premium.

Pupil premium monies are allocated by the government to early years settings and schools to support children from deprived backgrounds based on eligibility for free school meals and those in Local Authority Care. Madeley Nursery School uses this money to support these children to reach their potential.

Children's progress and the impact of teaching and learning funded by pupil premium is tracked and reviewed each term as part of whole school strategies for monitoring progress and target setting for all children. Their progress is monitored by the Governors.

We allocate pupil premium money on strategies that have proven impact including; excellent teaching and learning, working with parents and carers developing the home learning environment, widening life experiences and staff training.

We have used funds to enhance the range of practical and consumable resources for outdoor learning in the garden this year. This enrichment has supported children to engage with the whole school project research into What is .

The detailed action plan for effective use of pupil premium monies will be included in the overall school development plan and monitored by the Finance, Personnel and Curriculum committees of the Governing body. The full plan and details are available on the school website or in paper format from the school office.

School Fund

Since April 2004, the Local Authority has delegated financial responsibility to governors. School Fund receipts & payments account for the year ended 31st March 2020 is shown opposite.

More than ever every penny counts and we really appreciate the donations made by parents. The money helps to pay for enhanced learning experiences, food for the children, books and new equipment. The summary of this account is detailed in the table opposite.

Please remember to donate £1 a week. Key-workers have collection boxes for donations; termly cheques or bank transfer arrangements for donations are also acceptable and can be handed to Paula or Clare in the office.

Many thanks to all who contributed.

Balance at 1st April 2021	£1,655.10
Income 2021/2022	
School fund	1,232.94
Interest	0
Donations	0
Raffle	0
Photographer	0
Sweatshirts	312.58
Miscellaneous	66.49
Funds received re:	12,773.07
Total Income	£14,385.08



Expenditure
2020/2021

	Food	£496.86	
	Flowers / Plants	£29.66	
	Toys / Materials	£175.263	
	Christmas	£6.99	
	Transport	0	
	Funds paid to school	£12,138.89	
	Budget		
	Sweatshirts	£564.54	
Total expenditure	£13,,542.43	Miscellaneous expenditure	£130.23
	(Shortfall)/ Surplus	£842.65	
	Balance b/f 1st April 2021	£1,655.10	
	Balance at 31st March 2022	£2,497.75	

Thank you for supporting the school's ongoing school improvements; through developing and embedding the school values and principles.

Our aim is to create and celebrate a community of learning where there are endless possibilities to discover together through curiosity, creativity and play.

The school is a place of citizenship - being part of a strong community

Our school is an integral part of the community. It is a place where every child, family and educator has both a right and responsibility to contribute to and support their community. *We define community as being both immediately located around the school and stretching out to include the wider global community. We believe that citizenship encompasses people and cultures as well as environments and ecologies. That as citizens, children should be creators of culture not passive consumers.*

The school is a place of research

Working together to question and improve, our school is a place where children, families and educators work together to improve the quality of learning and teaching experiences, therefore promoting high aspirations, levels of well-being, good dispositions and achievement for all. *We believe that a researching school relies on developing a 'listening pedagogy, where all protagonists collaborate and co-operate in reflective dialogue, respecting and encouraging different opinions and ideas, being open to change and innovation.*

The school is a place of partnership with children and families

We consider that a genuine, respectful and active partnership between children, their families and the school are central to successful learning. *This principle is interrelated and underpins the other school principles and reflects our relational and community ethos. Partnership involves parents, families and staff working together to benefit children in relationships where each recognises, respects and values what the other does and says. Partnership involves responsibility on both sides.*

The school is a place where every child is viewed as competent and full of potential

All children have an innate ability to learn from birth. We believe that every child has an incredible capacity to learn and develop through engagement with others and with the world. *This principle has inclusion and diversity at its heart and is made visible through the pedagogical approaches of the school. Where learning is seen as crossing the borders that separately define disciplines, curriculum and concepts.*

Through these we promote the following values for all members of the Nursery community.

Prosocial behaviours of sharing (dividing up or bestowing), helping (acts of kindness, rescuing, removing distress), and cooperation (working together to reach a goal) showing sympathy, showing positive verbal and physical contact, showing concern, taking the perspective of another person, cooperating and social problem-solving that enable children to be in dynamic interactions with other children and adults.

Self-regulation which is the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation.

Collaboration that is crucial to successful, independent learning. Through effective collaboration we begin to understand the importance of being reflective, of cooperation, of taking turns, of respecting difference and diversity, of friendship, of being fair, of sensitive listening, active discussion, and of unity.

Resilience and perseverance to be determined to succeed, setting a goal and sticking to it. We aim to foster a willingness to take risks and an acceptance of failure. We take positives from all that we do and learn from our mistakes. We are responsible for our own learning and develop high self-esteem.

Equality incorporates aspects of tolerance, inclusion and diversity. We expect children to have an awareness of the wider world, to celebrate difference and respect the rights of all individuals, both in the school community and beyond.

Compassion is about care, kindness and concern, about friendship and love, about communicating effectively and understanding the needs of others. Through our focus on this value we expect to develop thoughtful, considerate children who are empathetic, respectful and kind.

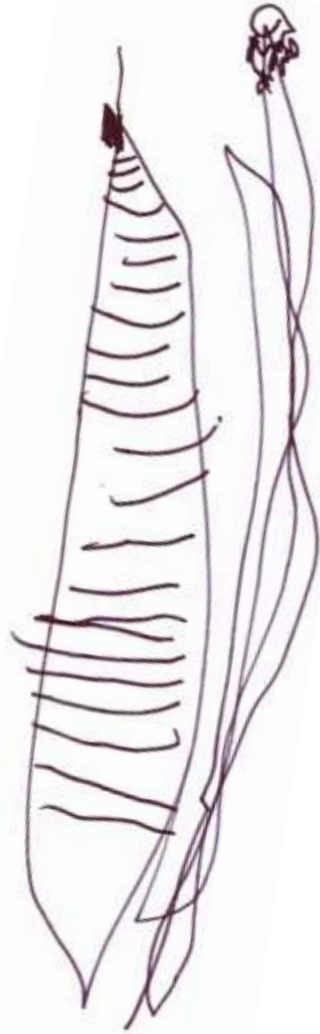
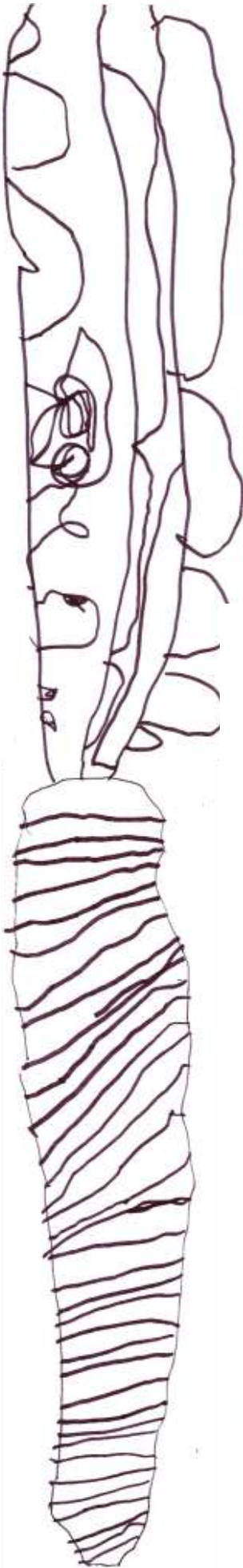
Creativity and innovation is the value through which we hope to inspire children to appreciate their uniqueness, to be imaginative and inquisitive. We aim to nurture originality and dynamism in meaning-making.

Critical thinking using purposeful judgment which results in interpretation, analysis, evaluation, and inference and include qualities, concepts, and processes such as creativity, imagination, discovery, reflection, empathy, connecting knowing, subjectivity, ambiguity, and inconclusiveness.

Confidence to explore as active learners and to be adventurous, curious and confident to take risks when experiencing new things.

Ecological awareness and sensitivity by exploring the world to develop curiosity and respect for nature and a love for the outdoors.

Effective communication that enables children to express themselves, listen and respond to the ideas and proposals of others. Independence and self-organisation to be able to work with other children, not always seeking or needing the affirmation or direction of adults.



With thanks to the whole community here at
Madeley Nursery

Bridle Road

Telford

TF7 5ET

UK

www.madeleynurseryschool.co.uk

Phone: +441952 388210

Email: madeley.nursery@taw.org.uk