





## **SECTION ONE: Establishment Information**

### **How to find us**

Pollokshields Early Years Centre  
9-11 Melville Street  
Glasgow  
G41 2JJ

Pollokshields Early Years Centre  
175 Darnley Street  
Pollokshields  
Glasgow  
G41 2SY

### **Telephone Numbers**

0141 423 7330 (Melville Street)  
0141 424 3920 (Darnley Street)

### **Email**

[headteacher@pollokshields-nursery.glasgow.sch.uk](mailto:headteacher@pollokshields-nursery.glasgow.sch.uk)

### **Learning Community**

We are part of the Bellahouston Learning Community

### **Our Vision**

At Pollokshields Early Years Centre, we offer a warm, safe and secure environment, fully inclusive and nurturing for all children and families. We see, hear and understand each child and cherish the importance of care giving moments. We empower and ignite potential, embracing the authenticity of curiosity and the world around us, developing lifelong memories together.

## Establishment Aims

**At Pollokshields Early Years Centre we aim to offer the highest quality service.**

1. We will provide opportunities for all children to become successful learners, confident individuals, responsible citizens and effective contributors through a balanced curriculum that takes account of their individual needs.
2. We will continue to strive towards creating rich learning environments which build on each child's prior experiences, and is informed by careful observation, assessment and recording of children's progress.
3. Children will benefit from an environment which guarantees their welfare, and protection and promotes health, hygiene and personal safety.
4. Children who experience barriers to their learning will be quickly identified, and we will work in partnership with parents, carers and appropriate agencies, to provide any additional support to individual development and learning.
5. There will be a positive, caring ethos throughout the centre which values and respects the contributions of all children, parents and staff.
6. We will create effective partnerships with parents, enabling them to participate fully in their child's development and learning.
7. There will be opportunities for staff to continue in their professional development enabling them to build on knowledge, skills and expertise.
8. We will develop close links with community organisations and make positive contributions to the life of the community.

## The Staff Team

Karen McLean	Head of Centre
Aisling Gray	Depute Head of Centre
Samantha Hamilton	Depute Head of Centre
Jillian Anderson	Child Development Team Leader
Diane O'Callaghan	Acting Child Development Team Leader
Andrew Gemmell	Acting Child Development Team Leader
Sabrina Trainer	Acting Child Development Team Leader
Claire Mason	Lead Practitioner for Attainment
Amanda O'Hara	Lead Practitioner for Attainment
Therese Moore	EAL Teacher
Christine Adam	Clerical Assistant (Darnley Street)
Jennifer McCann	Clerical Assistant (Melville Street)
Ainsley McFadyen	Child Development Officer
Ainsley McGinley	Child Development Officer
Alistair Joyce	Child Development Officer
Amrita Kaur	Child Development Officer
Amy Withers	Child Development Officer
Amy Leigh Kempton	Child Development Officer
Anam Ali	Child Development Officer
Anam Aslam	Child Development Officer
Ava Davidson	Child Development Officer
Cara Finlay	Child Development Officer
Chloe MacPhail	Child Development Officer
Cindy Harley	Child Development Officer
Danielle Mathieson	Child Development Officer
Debbie Smith	Child Development Officer
Dione Curley	Child Development Officer
Emma Lowrie	Child Development Officer
Fatima Bouarfa	Child Development Officer
Jade Anderson	Child Development Officer
Katie Gardiner	Child Development Officer
Kayleigh Campbell	Child Development Officer
Kerri-Marie Millar	Child Development Officer
Kole Howe	Child Development Officer
Laura Harris	Child Development Officer
Lauren Slaven	Child Development Officer
Magdalena Panczak	Child Development Officer
Mani Raj	Child Development Officer
Maureen Campbell	Child Development Officer
Megan Kane	Child Development Officer
Natalie Jimenez	Child Development Officer
Patricia McDonald	Child Development Officer
Razia Razaq	Child Development Officer
Rhonda McDougall	Child Development Officer
Shannon Porter	Child Development Officer
Shazia Ali	Child Development Officer
Talia Watson	Child Development Officer
Alistair Joyce	Support for Learning Worker
Karen McSporrان	Support for Learning Worker
Gemma Gibson	Support for Learning Worker
Kirsty Eadson	Support for Learning Worker
Shaista Bashir	Support for Learning Worker
Debbie McMillan	Facilities Officer
Zaskia Maumou	Facilities Officer

## General Information

### Holidays 2025/2026

#### August

- Tuesday, 12 August 2025 (*Return date for Staff & In-Service Day*)
- Wednesday, 13 August 2025 (*In-Service Day*)
- Thursday, 14 August 2025 (*Return date for Children*)

#### September

- Friday, 26 September and Monday 29 September 2025 (*September weekend holiday*)

#### October

- Friday, 10 October 2025 (*In-Service Day*)
- Monday, 13 to Friday, 17 October 2025 (*October Week*)

#### December - Christmas and New Year

- Schools close at 2.30 pm on Friday, 19 December 2025
- Monday, 22 December 2025 - Friday, 2 January 2026 (*Christmas holidays*)

#### January

- Schools return on Monday, 5 January 2026

#### February mid-term break

- Monday, 16 February 2026
- Tuesday, 17 February 2026
- Wednesday, 18 February 2026 (*In-service day*)

#### April - Spring Holiday (Easter)

- Schools close at 2.30 pm on Thursday, 2 April 2026
- Friday, 3 April 2026 (*Good Friday*)
- Monday, 6 April - Friday, 17 April 2026 (*Spring Break*)
- Schools return on Monday, 20 April 2026

#### May

- Monday, 4 May 2026 (*May Holiday*)
- Thursday, 7 May 2026 (*In-service day to coincide with Scottish Parliamentary election, but may be subject to change*)
- Friday, 22 May 2026 and Monday, 25 May 2026 (*May Weekend*)

#### June

- Close at 1.00 pm on Thursday, 25 June 2026

#### July

- Monday 20 July, Glasgow Fair Monday

## General Information

<p style="text-align: center;"><b><u>Non-Denominational Policy of the Nursery</u></b></p> <p>The centre is non-denominational. We respect and welcome children and parents of all religions, faiths and beliefs.</p>	<p style="text-align: center;"><b><u>Our Policies</u></b></p> <p>Pollokshields Early Years Centre has policies in place so that staff, parents and visitors to our centre are clear on our work practices and our standards. Our policies are written in line with Local Authority guidelines and our self- evaluation tool <i>How Good Is Our Early Learning and Childcare</i> and <i>Realising the Ambition</i>. Please see a member of management if you would like to find out more about this.</p>		
<p style="text-align: center;"><b><u>Age Range Covered and Capacity</u></b></p> <p style="text-align: center;"><b><u>Melville Street</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b><u>B-1 Room</u></b> 18 places</td> <td style="width: 50%; border: none;"><b><u>2-3 Room</u></b> 20 places</td> </tr> </table> <p style="text-align: center;"><b><u>3-5 Room</u></b> 70 AM x 70 PM</p> <p style="text-align: center;"><b><u>Darnley Street</u></b> 3-5 only - 40 AM x 40 PM</p>	<b><u>B-1 Room</u></b> 18 places	<b><u>2-3 Room</u></b> 20 places	<p style="text-align: center;"><b><u>Daily Sessions</u></b></p> <p>Melville Street is a 52-week establishment &amp; Darnley Street is a Term Time establishment both open from: 8.00 am - 5.45 pm.</p> <p style="text-align: center;">3-5 years term time funded place: AM: 8.00am - 12.45pm PM: 1.15pm - 5.45pm</p> <p style="text-align: center;">B-3 sessions vary between 8.00am &amp; 5.45pm</p>
<b><u>B-1 Room</u></b> 18 places	<b><u>2-3 Room</u></b> 20 places		
<p style="text-align: center;"><b><u>Additional Hours</u></b></p> <p>Our aim is to respond to parental needs, if you require additional hours to support work or further education please include this information in your application form.</p> <p>This facility means that a child who has a place can be accommodated for extra hours over and above his/her funded session. Additional hours within the nursery day and lunchtime provision can be bought provided there are places available. Each hour will be charged and will be invoiced four weekly. An invoice will be sent to you from Glasgow City Council.</p> <p>If you are interested in using this service, you should speak to the Head of Centre.</p>	<p style="text-align: center;"><b><u>Admissions Policy</u></b></p> <p>All nursery places are allocated in line with Glasgow City Council's Admissions and charging policy for Early Years and the staff will be happy to advise you of how this policy operates when you apply for a place for your child. A leaflet detailing the Council's policy is also available.</p> <p>A register of all applicants will be kept by the centre and the information contained in the applications will be considered to assist in the allocation of places.</p> <p>Please note that the length of time a child's name has been on the register will not give priority for admission.</p> <p>If circumstances change which affect the application, you should inform the Head of Centre as soon as possible.</p>		

## General Information

### Enrolment Procedures

Once your child has been allocated a place in the nursery you will be contacted to arrange a Welcome/Home visit and arrange a start date.

When your child starts nursery, it is important that they are given time to settle into this new environment. This means that a parent, relative or friend must stay with the child until they are familiar with their new surroundings. At first the adult will leave the child for a short time only and be close at hand; then if the child is settling the time will be extended each day until the child can be left for the whole session. You are most welcome to stay with your child at any time or to phone and ask how they are settling.

Every child is an individual and some children take longer than others to settle. The settling procedure is very important and ensures that your child is happy and secure in the nursery.

### What Children Need to Bring to nursery

Your children will be given their own peg and bag with their name beside it.

There are shoe racks underneath the pegs where your child can keep a change of shoes.

Outdoor learning is celebrated within the centre and we would ask if your child can be dressed appropriately for the Scottish weather, a pair of wellies kept in the centre is advisable.

Nursery is about discovering, creating and experimenting and a lot of this entails working with messy materials. Parents are asked to bring their children to nursery in "play clothes" i.e. easily washed, sleeves which roll up easily and trousers which allow independence. Even if you come by car always supply outdoor clothes for your children as the "outdoors" is an area of our play.

### Attendance/Absence

Regular attendance will ensure that your child gains maximum benefit from the nursery. If your child is going to be absent from nursery, we ask you to contact us by calling the main reception before 9.30 a.m. on the day of her/his absence.

In the interest of your child's safety you should make a point of informing a member of management if he or she is to be collected by someone not known to staff members. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.

### Insurance

Sometimes children like to bring something special or new to nursery for their friends to see. However, parents should ensure that valuable items are not left at nursery, particularly as the authority has no insurance to cover the loss of such personal items.

### Outings and Consent Forms

Staff prepare for each outing to help ensure the children have fun and are kept safe. When outings for children are planned, a member of staff will advise you in advance. You will be asked to complete consent forms which give your permission for your child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian. If you have any questions please ask a member of staff. Likewise, if you have any ideas or suggestions regarding outings for the children please let us know.

### Emergency Closure Arrangements

We make every effort to maintain a full service, but on some occasions, circumstances arise which lead to disruption. The centre may be affected by, for example, severe weather, power failures or similar emergencies. In such cases we shall do all we can to let you know about the details of closure or reopening.

We shall keep you in touch by using telephone, letters, and announcements in the press and on local radio.

## General Information

<p style="text-align: center;"><b><u>Emergency Contacts</u></b></p> <p>Parents whose children are in the nursery are asked where possible to provide the establishment with the names, addresses and telephone numbers of two contacts for use in case of an emergency. You are also asked to keep the nursery up to date with any change in this information.</p>	<p style="text-align: center;"><b><u>Snacks, lunches and the promotion of healthy eating in the nursery</u></b></p> <p>At each morning and afternoon session the children have a healthy snack including water/milk and fruit. Each child is entitled to lunch whilst at nursery</p> <p>If your child is on a special diet or if there are any foods which your child should not have, please make your child's keyworker aware of this as soon as possible. If your child has a specific allergy/intolerance, we require a doctor's letter confirming this in order for our kitchen to accommodate this.</p> <p>We avoid NUTS at nursery. Under no circumstances should nuts be brought onto the premises. This is to ensure the safety of those who have severe nut allergies.</p>
--	--

## Medication/Illness

<p style="text-align: center;"><b><u>Medication</u></b></p> <p>If your child needs medication during his/her time at nursery you should discuss his/her requirements with your child's keyworker. Prescribed medication will be given at the discretion of the Head of Centre and you will need to fill in a form which authorises nursery staff to administer the drugs to your child.</p>	<p style="text-align: center;"><b><u>Illness/Accidents</u></b></p> <p>If a child becomes ill or has an accident in the nursery we try to contact the parent or the agreed contact as soon as possible, However, in the event of a serious accident, the child's parents will be informed and arrangements will be made to meet them at the casualty department of the hospital should this be necessary.</p>
<p style="text-align: center;"><b><u>Minor Incidents/Upsets</u></b></p> <p>Minor incidents and upsets in the nursery will be dealt with sympathetically by staff. Depending on the seriousness of the incident, the parent will either be contacted immediately or informed at the end of the session.</p> <p>Please keep us informed of any minor incidents at home so that we can provide your child with the appropriate support.</p>	<p style="text-align: center;"><b><u>Visits by Medical Staff</u></b></p> <p>Each year vision screening &amp; fluoride varnishing is offered to children in their pre-school year within the nursery. Staff will let you know when this will take place and you will be given a form to complete giving your permission.</p> <p>It is very important that full details of your child's medical history are provided when completing enrolment forms.</p>
<p><b><u>Protecting Children</u></b></p> <p>We have a Child Protection policy in Pollokshields Early Years Centre which is in accordance with Glasgow City Council's Child Protection Guidelines. These guidelines give details as to the action we must take if we are concerned about the welfare of any child.</p>	

# CURRICULUM

## Curriculum for Excellence 3-18

Each child has an enormous capacity for learning and the potential to achieve in different ways.

Curriculum for Excellence applies to all children and young people from their earliest contact with the education system through to the time they leave school as young adults. It applies to the experiences provided in the different places where they go to learn: nurseries; schools; and to colleges and others working in partnership with schools.

Because children learn through all of their experiences - in the family and community, nursery and school - the curriculum needs to recognise and complement the contributions that these experiences can make.

The curriculum reflects what we value as a nation and what we seek for our young people. It is designed to convey knowledge which is considered to be important and to promote the development of values, understanding and capabilities. It is concerned both with what is to be learned and how it is taught. It should enable all of the young people of Scotland to flourish as individuals, reach high levels of achievement, and make valuable contributions to society.



## puzzles



### Realising the Ambition: B-3 Curriculum

Realising the Ambition: Being Me builds upon the original principles and philosophy of Pre-Birth to 3 and Building the Ambition. The new guidance retains the relevant content from the previous guidance which it replaces, extending and strengthening it in line with current research and evidence about how children develop and learn.

This refreshed early years national practice guidance for Scotland presents key information about the characteristics of child development based on research and evidence.

### Environments

We work hard to ensure our learning environments are inspiring to our staff and children, filled with exciting provocations to promote meaningful learning and to allow our environment to be 'the third teacher.' We have our resources at the children's level to ensure children can self-select what they want to use. We actively encourage children to be leaders of their own learning and support them in using their autonomy. This incites empowerment in our children and instils confidence in their own abilities as well as a sense of pride and ownership over what they achieve.

### Planning

#### **The role of planning in our nursery**

In order to support learning and development through play we create a high-quality curriculum for young children which:

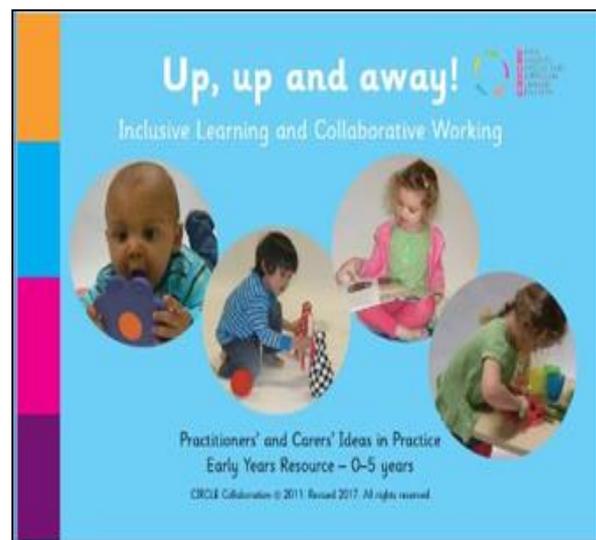
- Provides opportunities to play alone, in pairs, in small groups and large groups.
- Supports independence, making choices and decisions.
- Is rich in content and relevant to child's development.
- Values and extends children's ways of thinking reasoning and understanding.
- Helps children to acquire the tools for thinking, learning and playing which enables them to become successful learners
- Is culturally diverse and reflects the customs, culture and lifestyles of different ethnic groups.
- Involves parents in the processes of playing and learning.

Staff consult with children in various ways such as voting, observations, learning conversations to ensure each child's plan is relevant and meaningful to them. Children can lead their own learning and choose how they want to extend it with the support from a member of staff. We use an online platform to showcase our children's learning called Learning Journals. This is a fantastic way to display each child's learning journey. Learning is evidenced through photographs, videos, voice recordings, digital drawings and much more.

### **Supporting Children with Additional Support Needs**

Sometimes children need a little help to fully access all areas of the curriculum. Staff will support children through a range of strategies, should your child require further support a range of services can be offered. If it becomes apparent through a concern from yourself or staff observations that your child requires additional support, we would discuss this with you. With your permission, we would refer your child to the appropriate agency for support and advice. Your child may then have an Additional Support Plan (ASP) drawn up to meet their individual needs. This process would include input from agencies involved, and also you as parents/carers. You will be kept up to date with the plan regarding the progress being made at each step. Your child will be allocated a keyworker who will liaise with various agencies and record any observations relating to the targets made by other staff and Support for Learning Workers.

### **Other Documents We Use**



## PARENTAL PARTNERSHIPS

### Our Aims:

Our aims are to foster genuine partnerships with parents/carers by

- Providing/Sharing information to enhance communication.
- Encouraging active involvement in the life of the centre to.
- Building trust and offering support.

### Working with You:

- Fosters a holistic approach towards your child's learning and development.
- Enables us to offer an appropriate curriculum based on individual needs.
- Enables us to support the family when necessary.
- Builds trusting relationships where you feel valued and listened to.

### Parents' Meetings

We have parents' meetings twice a year to give parents an opportunity to discuss their child's progress with a member of staff. These meetings are informal. We emphasise the importance of attending as you will be able to see examples of your child's work and ask any questions you may have.

### Fundraising

Parents are encouraged to make a small weekly donation to the nursery toy fund which helps to pay for special activities, outings and celebrations. Accounts are kept for monies collected and are available for inspection at any time. They are subject to external audit each year.

In addition, we have larger fund-raising events throughout the year. We need support to make these events as successful as possible.

### Your Views

Your views as parents/carers are very important to us. Let us know what you like about the nursery; what you would like more of; is there anything we need to change.

### Home and School Links

Children's learning is a shared responsibility. Due to this, emphasis is given within the centre, to the building of bridges between the nursery and a child's home. Home visits for the under 3's are the start of building partnerships with parents/carers and staff. Daily diaries are also used for the under 3's to share information on how your child's day was. Parents/carers are encouraged to play a significant role in the work of the nursery and suggestions from parents are always welcome.

### Newsletter

A newsletter is posted on Learning Journals regularly giving information on the activities your children have/will be involved in, sharing information about staff and other events relevant to the nursery/community are also included in the newsletter and on the parent's information board.

### Moving to Primary School:

The curriculum in primary schools will build on what your child has learned before starting school. Play will still be important in Primary 1, but some approaches to learning will gradually change - for example, your child will begin to read and write more independently. Following discussion with you, the nursery will pass on your child's End of Year Report, so that the teacher in Primary 1 can plan the next stages in your child's learning. Pupils normally transfer to primary school between the ages of four and a half and five and a half years. We have close links with the schools in our community. There are typically a number of transitions in the lead up to starting school to help you and your child feel more comfortable with the upcoming change.

## THE WIDER COMMUNITY

### The nursery and the community:

The centre promotes positive partnership with its community, staff, parents and children are encouraged to use community facilities and we welcome members of the community into the nursery to strengthen community links.

## Our Partnership within the Community:

Throughout the year we are in close contact with:

- Health Visitors
- Bookbug
- Tramway
- The Hidden Gardens
- Forest Kindergarden @ The Quad
- Associated Primary Schools
- Associated Nursery Schools
- Support Services
- Speech and Language Therapists
- Educational Psychologist
- Social Workers



Please feel free to use our parent's notice board to share information on local resources or groups.

## Links with Primary Schools:

The centre maintains close links with our associated Primary Schools through:

- Planning continuity of curriculum.
- Early literacy and numeracy.
- Transition visits.
- Cross-sectoral meetings.
- Exchange of ideas and resources.

## OTHER INFORMATION

### Suggestions and complaints:

We are always keen to maintain and improve our service. If you have any suggestions to make about the service, please contact the Head of Centre in the first instance. Similarly, if you have a complaint about any aspect of the service you should contact the Head of Centre. If you feel your complaint has not been satisfactorily resolved with the Head of Centre, please contact:

**Executive Director of Education**

John McGhee

Executive Director of Education

Glasgow City Council

40 John Street

Glasgow G1 1JL

0141 287 4551

[John.McGhee@glasgow.gov.uk](mailto:John.McGhee@glasgow.gov.uk)

Please note, although the information in this handbook is correct at the time of printing there could be changes affecting any of the matters dealt with in it, either before your child's placement begins or during the course of their placement. The Head of Centre will tell you of any important changes to this information.