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Woodacre Nursery School

14-16 Dove Street

Glasgow G53 7BP

Tel 0141 881 3068

Twitter @Woodacre1416

Email headteacher@woodacre-nursery.glasgow.sch.uk



Handbook 2024 - 2025

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Section 1

Welcome

Welcome to Woodacre Nursery School. I hope you find this handbook both interesting and informative.

At Woodacre Nursery School we aim to offer the highest quality service in a safe, happy and caring environment. We seek to provide a welcoming, stimulating environment where children are encouraged to learn respect for themselves and for others. The staff are dedicated and committed professionals who aim to work in partnership with parents and carers to support each and every child.

The early years of children's lives are ones of rapid growth and development. Children come to nursery with a wealth of learning experiences gained from within their family and friendship circles. Nursery continues to develop and broaden the range of learning experience for children, encouraging confidence, eagerness to learn and an enthusiasm for learning in general.

Curriculum for Excellence takes account of the fact that each child is an individual by offering a variety of enjoyable and challenging activities in an atmosphere of mutual trust and respect.

We are keen to involve and support parents and the wider community to the benefit of all. I look forward to working with you and your child over the coming years, if you require further information about Woodacre Nursery School, please contact me.

Kind Regards

Katie Gillies

Acting Head of Centre



Section 1

Vision and Values

At Woodacre Nursery School we endeavour to promote a friendly, happy, secure and caring atmosphere, where all individuals can achieve their true potential by being involved in quality created opportunities in a stimulating, challenging, well balanced and resourced learning environment, wherein partnership is made with children, parents, staff and the wider community to promote high quality life experiences and equal opportunities for all.

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all **children** and families.

To provide a safe, happy, caring and challenging environment, within which children, parents, and staff can feel relaxed and confident. To ensure every child is achieving their full potential in a nurturing environment, which equips them with the skills of life, learning and work.

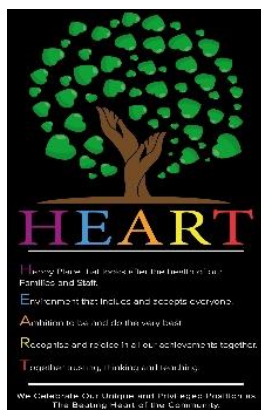
H — Happy place that looks after the health of our families and staff

E — Environment that includes and accepts everyone

A — Ambition to be and do the very best

R — Recognise and rejoice in all our achievements together

T — Together trusting, thinking and teaching



Our Values are: **Supportive** **Fun** **Caring** **Learning**

Section 2

Nursery Profile

Hours of Opening

Term Time

Morning Session – 8.00am – 12.45pm Afternoon Session 1.00pm – 5.30pm

52 Weeks

Morning Session – 8.00am – 12.45pm Afternoon Session 1.00pm – 5.30pm

No phone calls are taken between 12.00 – 1.00pm due to staff lunches.

Please note: The school gates will be closed between
08:30-09:15
12.30-13.00
14:30-15:15

The nursery accommodates 48 children in the 3-5 room and 15 children in the 2-3 room at each daily session. The majority of the children attend on a part-time basis.

A limited number of extended hour places are available for children who fall within certain categories. In these cases, hours of attendance are arranged to suit the individual needs of the children and their families. Please see admission policy section.

The nursery is non-denominational. We respect and welcome children and parents of all religions, faiths and creeds.



Our Equal Opportunities

We will reflect the Council's equal opportunities policies and be anti-racist, anti-sexist, multi-cultural and recognise the rights of both men and women to work or to care for children. Provision should take account of the needs of all children. These principals are reflected in the criteria used to admit children to Nursery and in the curriculum of all establishments.

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Staff

Acting Head of Centre
Acting Depute Head of Centre
Acting Team Leader

Katie Gillies
Louise Curley
Deborah Arthur

Clerical Assistant

Alanna Ash

Child Development Officers:
Rainbow Room

Hina Ali
Karen Campbell
Gillian Doherty
Annemarie Fitzpatrick
Stacey Gilroy
Andrea Gould
Jennifer Greenhill
Grace Lygate
Amy Smith
Aileen Wilson
Arlene Gordon

Sunshine Room

Sharon Foley
Laura Hamilton
Suzanne Scott

Support for Learning Workers:

Gillian Hart
Ailsa Smith

Neighbourhood Janitor

Les Longwell

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Kitchen Manager

Angie Anderson

Cleaner

Sharon Sproule

Key Worker

The key worker is a member of staff who has the pleasure of being responsible for your child's wellbeing and needs while he/she is at nursery.

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The School Year – School Holidays Term Time 2024– 2025

August

Monday, 12 August 2024

(Return date for Teachers & In-Service Day)

Tuesday, 13 August 2024

(In-Service Day)

Wednesday, 14 August 2024

(Return date for Pupils)

September

Friday, 27 September and Monday, 30 September 2024

(September weekend holiday)

October

Friday, 11 October 2024 (In-Service Day)

Monday, 14 to Friday, 18 October 2024 (October Week)

December - Christmas and New Year

Schools close at 2.30 pm on Friday, 20 December 2024

Monday, 23 December 2024 - Friday, 3 January 2025 (Christmas holidays)

January

Schools return on Monday, 6 January 2025

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The School Year – School Holidays Term Time 2024 – 2025

February Mid Term Break

Monday, 17 February 2025

Tuesday, 18 February 2025

Wednesday, 19 February 2025 (In-service day)

April - Spring Holiday (Easter)

Schools close at 2.30 pm on Friday, 4 April 2025

Monday, 7 April - Monday, 21 April 2025 (Spring Break)

Schools return on Tuesday, 22 April 2025

May

Monday, 5 May 2025 (May Holiday)

Thursday, 22 May 2025 (In-service day)

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Friday, 23 May 2025 and Monday, 26 May 2025 (May Weekend)

June

Schools Close at 1.00 pm on Wednesday, 25 June 2025

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The School Year – School Holidays 52 Weeks 2024 – 2025

In -Service Day	Monday 12 August 2024 Tuesday 13 August 2024
September Weekend	Friday 27 September 2024 Monday 30 September 2024
In-Service Day	Friday 11 October 2024
Christmas/ New Year	Wednesday 25 December 2024 Thursday 2 January 2025 (Inclusive) Nursery returns on Friday 3 January 2025
In-Service Days	Wednesday 19 February 2025
Easter Weekend	Friday 18 April 2025

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Monday 21 April 2025

May Day	Monday 5 May 2025
In-Service Day	Thursday 22 May 2025
May Weekend	Friday 23 May 2025 Monday 26 May 2025
Fair Monday	Monday 14 July 2025

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Register of Applications

All applications and places are allocated in line with Glasgow City Councils policy. Please note the length of time you are on the register does not affect the child's priority for admissions. You can choose up to three nurseries but the application must be submitted to your first choice nursery. If multiple applications are submitted, it is assumed that the most recent application reflects your preferred option and any previous applications will be deleted from the system.



Admissions to Nursery

We have a register of applications for nursery places and follow local authority guidelines for admission to this nursery. All children ages 3 and 4 years eligible for a place under government policy. We liaise with several nurseries nearby to collate children on lists and to ensure all children have access to nursery provision.

Induction

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We have in place, an induction period for starting and settling your child at Nursery. You will be offered a home visit prior to settling to allow us to give you individual time to learn about nursery life and complete essential nursery paperwork.

Day 1 Home Visit.

Day 2 You will have to spend a minimum of an hour in your child's playroom while your child is getting to know their new friends.

Day 3 If your child no longer needs you in the playroom, you will meet with management to complete necessary paperwork to ensure we know everything we need to support your child for you to leave the building. This will take approximately an hour and a half.

Day 4 You will find out all about Woodacre and what your child will need from you during a get together with a cup of tea with other Woodacre parents. This will take approximately an hour.

Day 5 If your child has settled well, the keyworker will advise if you can leave the nursery and for what period of time, this will be increased over the week.

If your child no longer needs you in the building your child will be invited to lunch and stay for their full nursery session.

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Nursery Routines

- When you bring your child to nursery, you should assist your child in taking off their outdoor clothing. In winter, you should change them from wellies to suitable indoor shoes.
- Please clearly label all items of clothing and shoes.
- Your child will be given their own peg with their name on it. Your child will be welcomed at the door by the Head or a Staff Member. Please then sign your child in, allow them to mark at their name and collect their name badge at their home area.

Attendance and Absence

Regular attendance at nursery is very important to ensure learning opportunities and new experiences are not missed. Parents should inform nursery if their child is going to be absent, this will assist in planned activities.

If your child is absent for a noticeable period of time a letter will be sent to discuss your child's placement. However, if your child continues to be absent, as a last resort and depending on demand the placement could be closed.

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Policies

Woodacre has many policies so parents are aware of procedures and the importance these have in the smooth running of the centre. Copies of all policies are available in the parent's room and in the reception area.

Payment

Charges for nursery fees, snacks and meals are not taken within the nursery, charges and payments are dealt with centrally by Glasgow City Council.

Toy Fund

A donation of £2.00 per week from each parent allows us to pay for the day to day expenses such as parties, small outings, celebrating festivals, baking ingredients, inexpensive pieces of equipment and other incidentals.

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Sickness

If your child is suffering from a childhood illness e.g measles, chickenpox it is helpful for other parents if you notify us. When possible we will give you guidance on how long your child should be absent referring to Health Protection Scotland guidance. If your child becomes ill while at nursery, staff may feel it more appropriate for your child to be at home. The parents will be contacted in the first instance but the emergency contact will be notified if the parent is not available.

Please note that only prescribed medication will be administered by staff and parents must give the first dose of any medication to ensure there is no adverse reaction to the child.

Important Information

To ensure the nursery records are always kept up to date we need parents to provide us with any changes to your child's circumstances immediately. This includes parents contact details.

Security

The children's safety is paramount that is why you must sign your child in and out on a daily basis.

There is a secure door entry in place. So that this system works effectively

- Parents/guardians must advise staff if they intend to collect their children out with their usual times.
- Only designated adults over 16 may collect a child from nursery. You must tell us if someone else is picking up your child.
- All parents and visitors should press one of the door entry buttons and identify themselves to a member of staff.
- Once access to the building has been given, it is important that the person entering checks the door is firmly closed, this is also the case on leaving the building as our door is immediately faced with a busy car park
- Parents should not permit entry of any persons by holding the door open.

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Child Protection

Child Protection Officer: Katie Gillies, Acting Head of Centre

All children have a right to be protected from harm, abuse, neglect.

It is everyone's job to keep children safe and Glasgow City Council guidelines are in place to make sure that all staff are alert to the welfare of children they come into contact with. Our staff work closely with other agencies to protect children and keep them safe. All nursery staff receives training and reviews our procedures each year and must report any concerns they have about the welfare of children. In every situation, the welfare of children overrides other considerations.

Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff and children's services meet their needs by working together where necessary to ensure that children reach their full potential. www.scotland.gov.uk/gettingitright

Minor Accidents and Upsets

These are dealt with in a very caring way. Parents will be informed and details will be recorded by staff. Head injury advice will be given if necessary. It is important that parents advise the staff of any accidents at home.

Suitable Clothing

Often the children are involved in messy activities at the nursery. Although aprons are provided accidents do happen. It is therefore important that your child wears suitable clothing.

Outdoor activities will take place throughout the year so it is important to dress your child suitably for the winter months - wellies, hats and gloves, summer months – sun cream and sun hats.

There are forms of dress which are unacceptable in nursery, such as items of clothing which;

- Potentially, encourage faction (such as football colours)
- Could cause offence (such as anti- religious symbolism or potential slogans)
- Could cause health and safety difficulties, such as loose-fitting clothing, dangling earrings)
- Carry advertising, particularly for alcohol or tobacco.
- Could be used to inflict damage on other children or be used by others to do so.

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Mobile Phones

Should not be taken into or used in areas where there are children. This is for your protection as well as the children to avoid any allegations of improper use or behaviour.

Smoking

All council buildings are NON-SMOKING, therefore you are required to go outside of the school grounds if you smoke, including parked vehicles.

We work with parents and health staff to promote a healthy lifestyle for staff, parents and children. Please familiarise yourself with the helpful literature which is situated in the front hall.



Fire Procedures

A copy of the school fire procedure is displayed throughout the nursery, it is essential that you read carefully on the day of admission. We will have periodic fire drills during your time with us and it is vital to be aware of the procedures in advance. Your safety and that of others may depend on it.

Loss of Personal Belongings

Sometimes children ask to bring something special or a new toy. Please note that the authority does not have insurance to cover the loss of personal items.

Medical and Health Care

During the year, your child may undergo routine medical or dental inspections. You will be notified of their visits and asked to sign a consent form for any treatments offered.

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The Curriculum

In line with all other educational establishments, Woodacre is implementing the Curriculum for Excellence. This Curriculum is the basis for our planning, teaching and assessment. It enables staff to plan with the children, experiences which promote effective learning through planned purposeful play which meets the needs of the individual child.

Woodacre Nursery School adheres to the 'Curriculum for Excellence 3-18' Outcomes and Guidelines and 'Pre-Birth to 3' Curriculum. We also follow the guidance in the 'Child at the Centre' and 'Assessment is for Learning' documentation.

The experiences and outcomes we offer children are from the 3-18 curriculum and are based on :

Health and Wellbeing:

The encouragement and support of staff will help children to develop self-esteem and self-confidence. Through secure and stable relationships and careful supervision this will help each child to feel safe and be able to express feelings. The children will also learn how to keep safe and healthy. They will also be learning examples of the following: recognising and respecting other cultures; learning to share and to care for oneself and others; what foods are healthy and how physical activity is crucial to general well being.

Languages:

The development of children's language skills is central to their abilities to communicate in relationships, in learning to understand ideas and to order and explore and refine their thoughts. We will do this by, for example, building vocabulary and language structures; listening and responding to stories and music; sharing ideas; exploring pictures and print; developing an awareness of letter sounds and the vocabulary of reading.

Mathematics

From their earliest days, children try to make sense of their world. Numeracy skills equip us with many of the skills required for life, learning and work. The children's curiosity will drive them to investigate through: sorting and matching activities; looking at shape and pattern; exploring number, measuring and comparing; becoming aware of time and money; and using data to create graphs and charts to display information.

Expressive Arts

Expressing and creating ideas, feelings and imagination, as well as having opportunities to enjoy all manner of sounds, sights, shapes and textures are vital parts of the young child's development. We will develop this through, for example,

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making and appreciating music; exploring a range of art and design techniques; taking part in movement and dance; engaging in dramatic play.

Sciences

Through learning the sciences, children will develop their interest in, and understanding of the living, material and physical world. They will be encouraged to participate in a wide range of investigative tasks, which enables them to develop the skills necessary to become creative, imaginative and inventive adults. We will develop this through, for example, Investigating what plants, animals and humans need to grow and the relationship between them; explore sources and types of

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energy through toys; research climate change; investigating water and how it impacts on our lives and how it changes form; looking and learning about the stars and planets.

Social Studies

Social studies help develop children's understanding of the world by learning about other people and their values, in different times, places and circumstances. This will be developed through: Learning about the past and present; looking at our own Scottish culture and heritage; learning to be tolerant and to appreciate people's differences: beliefs and cultures; learning to take part in discussions and decision making and learning to interact with others and to develop their awareness of self and others. We also develop a robust Global Citizenship programme and we have engaged in a variety of Twinning projects with other countries.

Technologies

Technologies offer challenging activities which involves research, problem solving and exploring new concepts, skills and ideas. It encourages young people to be informed, skilled, thoughtful, adaptable and enterprising. We will develop this by: Building the children's understanding of the role and impact technology can have on everyday life; developing skills in using tools, equipment, software and materials; taking part in discussions and debates; promoting curiosity and problem solving skills; and developing presentation skills using graphs and charts.

Religious and Moral Education

Religious and moral education allows children to explore and learn about the beliefs of Christianity and its place in Scotland, and also other selected world religions. It promotes the development of tolerance and respect for others whose beliefs and practices are different from their own. This will be developed by: Learning about the beliefs and major festivals within the Christian faith:

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Christmas and Easter; looking at and celebrating other world religion festivals: Chinese New Year, Diwali, Eid, which will assist in building sensitivity and value religious and cultural diversity; encourage children to participate in service to others by raising funds for charities, and helping others.

Improvement Planning

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To meet these aims, the nursery has its own Improvement Plan and the nursery staff's current priorities for improvement are:

1. **Assessment and Moderation** - Agreed formative assessment approaches will be used consistently by all staff and will have a positive impact on learning and teaching.
2. **Nurture** - Every member of the nursery community will feel valued, safe and secure
3. **Health and Wellbeing** - Children will demonstrate positive attitudes and an increase in personal and social skills. Children will be confident individuals with clear respect and a sense of physical, mental and emotional wellbeing.

The CURRICULUM for EXCELLENCE supports and develops learning so that all children will become:

**CONFIDENT INDIVIDUALS
RESPONSIBLE CITIZENS**

**SUCCESSFUL LEARNERS
EFFECTIVE CONTRIBUTORS**

These will be our standard for achievement for all children

We will continue to develop new and creative approaches to promote effective learning for all users of our service. We will actively engage all parents, children and staff in contributing to learning for life.

Transitions

Children leaving nursery to go to school an information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child. Any child with additional needs will have an extended transition put in place to overcome barriers to learning.

Supporting children with difficulties

Observation, planning and exchange of information with parents will ensure the needs of children with difficulties are identified and met, where possible, by the nursery staff. However, in certain circumstances, professional help from other

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agencies are necessary e.g. speech therapist, Educational psychologist, occupational therapist and behaviour support. In the event of a recommendation

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being made by the key worker or Head of Centre to involve other professional's parents will be advised of this and permission sought.

Further information available

<https://www.glasgow.gov.uk/search?q=children+with+learning+needs&go.x=0&go.y=0>

Promoting Positive Behaviour

Children are encouraged to take responsibility for their own actions. The policy of the Nursery is that no child should be made to feel that they are 'bad' or 'naughty' etc. The deed may be 'silly', 'hurtful', 'not nice' etc, but the child itself must not be humiliated or isolated from the group because of what they have done as this will only make them feel angry and frustrated.

Encourage the child to apologise by giving the other child a cuddle or by shaking hands. Nine times out of ten this will work but on the occasions that it doesn't, do not insist as this might make the child more determined than ever not to co-operate.

You could say to the child "I am disappointed that such a nice child has hurt one of his/her friends" in this way the deed is condemned and not the child.

Always empathise with the child who may be in need of comfort. If possible, one member of staff could deal with the child and another with the other child.

At all costs the child who is being offensive must be able to feel good enough within himself/herself in order that he can feel empowered to change his behaviour.

Physical punishment is not practised or permitted. On occasion it may be necessary to raise your voice to prevent injury to a child or to regain attention, but adults will never shout abusively at children.

It is our policy to award positive behaviour and to observe but not always to intervene immediately we see unacceptable behaviour, unless there is a threat to other children or danger to the child. The reason for this is that children must learn to negotiate with each other and to accept socially acceptable limits on their own behaviour, usually imposed by peer group pressure.

Bad language is not acceptable in the nursery. However, children should be counselled that these are words we do not use at nursery but not told 'it is wrong/bad', which may confuse them if this is the norm at home. While stressing that some words are simply not appropriate in a caring, sharing nursery, children's home language/dialects should be validated at all times.

We require your support and commitment to this important policy

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Community and School Links

Woodacre Nursery School is part of the St Paul's High New Learning Community and this involves joined working between the educational pre-five, primary and secondary school within the area as well as joined up working with health, social work and cultural and leisure.

Close ties have been formed with the local community. The children raise funds for local and international charities and are involved in local events.

Assessment, Tracking and Reporting

Assessment is an integral part of learning and teaching. It helps provide a picture of the child's progress and achievements, and identifies next steps. Information on progress is gathered through planned assessment and gives a clear picture of how children are learning. Regular reports will be provided to parents giving positive and constructive information about their child and a profile of the child's work and photographs will be kept by the child's key worker. This will remain the property of the child and parent. And is accessible at any time and will be given to the child and parent when the child leaves the nursery.

Section 5

Parents

At Woodacre we firmly believe the role of parents are central in their child's learning journey and that outcomes for children are much better if parents are involved in all aspects of early learning and care. To make this a reality we will invite you to spend time in the playroom at the end of each term to allow you to discuss with staff matters relating to the planning of an appropriate curriculum for your child. We also actively encourage families to participate in activities within and out with the nursery environment.

Correspondence

As communication is vital to our commitment of genuine partnership with parents, we have a number of ways we do this, these include:

- Termly newsletter emailed to you and hard copies available in the reception
- Parents notice board
- Children's trays and information boards / displays

Information on Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/article/17870/Parental-Involvement>

Section 6

Complaints, Comments and suggestions

We encourage feedback on the service from parents and children as part of our overall commitment to best practice and working in partnership. We are, therefore interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

Any concern or complaint raised either verbally or in writing will be dealt with as quickly as possible.

It is helpful if this is made initially to the Head of Centre and if you give some detail of the issue.

Most complaints are fairly minor and will be easily resolved; however, sometimes the most trivial complaint can escalate without warning.

When it comes to their children, some parents may not remain calm and composed so you must ensure the safety of yourself and of the children.

This Nursery has a zero tolerance on abusive or threatening language or behaviour, and as such, should an incident arise, the police will be called.

If you are still unhappy with the service or with the response then you have a right to take the matter further. You can put your complaint in writing or fill in a complaint form.

Customer Care Team
Glasgow City Council
George Square
Glasgow G2 1DU

Tel : 0141 287 2000
www.glasgow.gov.uk/complaints

Other contact person –
The Care Inspectorate
Compass House
11 Riverside Drive
DD1 4NY
Tel: 0345 600 9527
Email: enquiries@careinspectorate.com

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Privacy Statement and Data Protection

As a local authority our schools and early year's establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people, or where otherwise required by law. We may also use information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at

<https://www.glasgow.gov.uk/privacy>

Information in Emergencies

We make every effort to maintain a full service, but on some occasions circumstances arise which lead to disruption for example severe weather, power failure or difficulties of fuel supply. In such cases we shall do all we can to let you know about details of closure or re – opening.

All information provided is considered to be correct at time of printing, it is possible that there may be some inaccuracy by the time the document reaches parents.