

Helenslea Nursery School
Parents Handbook
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Glasgow
G31 4RB

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Our Staff

Head of Centre:	Moira McCafferty
Team Leader:	Liz Montgomery
C.D.O's:	Janice Barbour Frances Gormley Grace Mortimer Connie McCulloch Lynn Allison Debbie Bambridge Shazia Tabasam Nicola Whiteside Michael Kelly Brenda Welsh Leanne McIntyre
Clerical/Administration:	Karen Williamson / Jacqui Johnstone
Janitor:	Liz Main
Cleaning Staff:	Laney Innes Marie Richards
Catering Manager:	Lynn Duff
Staff Hours:	8.30am - 4.30pm Monday - Friday Lunch 11.45a.m. - 12.45 p.m.



Our Vision Statement

We will work with and value young people and their families so that we all have the level of support we need to become lifelong learners. The curriculum will be firmly based on play, and staff will ensure that the nursery is a rich learning environment which encourages each child to develop at their own pace and access all areas of the curriculum, with a specific focus on health & well-being, literacy and numeracy. We will encourage children to become confident individuals who have the capacity to work co-operatively, have the ability to express their thoughts and feelings positively, listen to others, and to be independent learners.

Our Aims

We aim to:

- ✚ We will offer all children the opportunity to fulfill their potential in a happy and caring environment with each child encouraged to grow into a confident and independent learner.
- ✚ Everyone will be respected and respect others equally.
- ✚ We will develop positive links with other professionals involved in childcare.
- ✚ We will value parents as the most important people in their children's lives and build on the rich experiences which they give to their children.



About Our Nursery

- ✚ Helenslea Nursery School is non-denominational.
- ✚ We cater for children between the ages of 3-5 years.
- ✚ We have places for 80 morning children and 80 afternoon children.
- ✚ We are part of Eastbank Learning Community.



Nursery Hours

Morning - 8.30am to 11.40am

Afternoon - 12.50 pm to 4pm

- ✚ Please keep to nursery times. The start of each session is an important time when much quality learning takes place.
- ✚ Children do not like arriving late. Some children also become very upset if they are left waiting at the end of a session.
- ✚ A small number of children, for special reasons, have lunch and stay all day. These places are allocated by an admission panel in accordance with current admission policy, taking both child and parental needs into account.

Applying For a Nursery Place

- ✚ Entitlement To Provision

Children aged three and four years

All eligible children aged three and all children aged four are entitled to a free part-time pre-school education place within either a *Glasgow City Council* early years establishment or *Pre-School Partner* establishment.

The application and admissions process is the same for each type of council provision and the same application form should be used in every case. Parents/Carers can apply for a place, submitting only one application. Within this application you may state a maximum of three choices of establishment of priority preference. The completed application form should be submitted to the establishment of first priority preference.

You may telephone us or simply call in or we will happily send you an application form or you can download one from *Glasgow City Council* website.

Settling In

- ✚ We have a special settling in procedure that is individual to each particular child. Parents are welcome to stay with their child for as long as it takes to settle them in.
- ✚ Please remember that when you do leave, it is quite common for a child to cry but be playing happily again within minutes - it is the actual parting that some children (and mums) find the most difficult.
- ✚ Please be sure to say goodbye to your child and tell him/her that you will be returning soon, even if your child is used to being away from you remember that, at first, we are strangers and will need to establish trust so that your child will feel safe and secure at nursery.
- ✚ All children must be brought and collected from nursery by a responsible adult (we have a signing in and out procedure) and if somebody other than yourself will be collecting your child please let us know.

Accidents and Illnesses

- ✚ If your child has an accident or becomes ill at nursery, we will of course tell you all about it or in more serious cases we will telephone you.
- ✚ You must let us know immediately if you change your address or telephone number or if your emergency contact changes.
- ✚ If your child is absent from nursery please let us know the reason either by telephone or on your child's return.
- ✚ If your child is unwell please keep them at home especially if there is any possibility of them infecting others.

Children's Work

- ✚ This is given out frequently but you will also find examples in the wallets on the wall in their Key Workers name.
- ✚ Please talk to your child about their work and if possible please try and display it at home so that your child can see how much you value their work.



Photographs

At various times during the year, we may take photographs or videos of your child to keep in their record of work or for display, sometimes the local press will come to the nursery to photograph us for special events. If you are unhappy about this, please speak to a member of staff.

Security

Helenslea Nursery School has a controlled entry system. Although every effort is made to ensure the availability of staff to operate the system, there may be a few times when your admission to nursery is delayed by a few minutes. Please remember that these measures are in place to protect your child. Help us by closing the door behind you as you enter and leave the nursery.

Curriculum, Assessment and Arrangements for Reporting to Parents and Carers.

Curriculum

At Helenslea Nursery School we believe that the vital contribution of pre-school education lies in developing and broadening the range of learning experiences which leaves children confident, eager and enthusiastic learners and lays the foundation for the future learning experience. Each child has the right to an educational experience of the highest quality and therefore we base the learning experiences for your child on the following principles:

- ✚ Best interest of children
- ✚ Central importance of relationships
- ✚ The need for all children to feel included
- ✚ An understanding of the ways in which children learn.

Curriculum for Excellence

- ✚ We follow the Curriculum for Excellence the intentions of which are to raise standards by improving teaching and learning with literacy and numeracy a key focus.

Curriculum for Excellence is about ensuring that we help develop and educate our young people and invest in them to become:

- ✚ Successful learners with enthusiasm and motivation for learning and openness to new ideas and determined to reach high standards of achievement.
- ✚ Confident individuals with physical, mental and emotional wellbeing and self respect and ambition.
- ✚ Responsible citizens with respect for others and a commitment to participate responsibly in political, economic, social and cultural life whilst developing a knowledge of the world and Scotland's place in it:
- ✚ Effective contributors with resilience and self-reliance, who can communicate, work in partnership and apply critical thinking, solve problems and be enterprising and creative.

Promoting Effective Learning

- ✚ We recognize that the starting point for learning is the child and we treat each child as an individual.
- ✚ Children's previous experience and achievements, their needs and interests and the individual ways in which they learn are all important factors in their progress.
- ✚ We aim to provide an education, which meets the different needs, strengths and difficulties of each child.
- ✚ Nursery planning is based on the observations of the staff thus our curriculum is responsive rather than directive.

Assessment

We use many approaches to assessment:

- ✚ We share learning intentions with children in all activities and give feedback.
- ✚ Children have opportunities to plan their learning in their own personal book and time to reflect on their learning and share this with staff and their peers.

We have many ways of recording evidence of learning:

- ✚ What the children 'write' i.e. what they say when planning in their book..... scribed by staff
- ✚ What they say
- ✚ What they make
- ✚ What they do



Reporting on your child's progress

Before your child starts nursery you and your child will be given the opportunity to visit and be given information about the nursery. You in turn will have the opportunity to talk about your child, what they are like, what they like and dislike and raise any concerns you may have with the Head Teacher.

Your child's progress will be assessed continually during their time with us:

We observe how your child copes with each activity they try and we build up a learning profile which you can look at daily and also add to:

Pre-school children will be given a Transition Report to be shared with parents and their primary school: You will be formally invited to nursery to discuss your child's progress but we are always happy to discuss any aspect of your child's progress with you:

Transfer to primary School

- ✚ As your child gets older and more confident, we try to provide a stepping-stone between nursery and 'big school'.
- ✚ During your child's last term at nursery, they will be visited by Primary 1 staff and will participate in a more structured timetable e.g. listening for school bells, going outside for playtime and taking part in more formal activities.
- ✚ All records and assessments of your child's development are forwarded to 'big school'.

As for all children our aim is to provide an environment that is caring, supportive and stimulating. It is important that children who may have developmental and/or physical problems have access to all areas of the curriculum. We work with parents and professionals in health and education to support families so that appropriate support is given in order for children to have the best possible outcomes.

Working together to support learning:



It is important that a relationship built on mutual trust and understanding is established between parents and staff:

We operate a 'Key Worker' system where each member of staff has a responsibility for her own group of children and their parents:

We enjoy good working relationships with members of other professional agencies, such as Psychological Services, Speech and Language Therapists, Health Visitors etc.:

Staff treat children and families with respect and dignity:

We actively welcome parents and grandparents into the playroom to work with staff and children. We have an active parent's group which all parents are welcome to join. Additionally, there is a tear-off section at the bottom of the monthly newsletter (Parents' Voice) for you to share your thoughts and ideas with us. We welcome your involvement in helping us to make continuous improvements to the service.

How Can You Help

- ✚ A change of clothes should be left in your child's shoe bag. Please wash and return any borrowed clothes to nursery.
- ✚ Please dress your child in clothes they can manage. Please encourage them at home to put on their own coat and practice fastening.
- ✚ Lots of creative activities are quite messy and although we provide aprons, accidents sometimes happen so please do not send your child to nursery in their best clothes.
- ✚ You can help your child by talking about what they have done at nursery but do not be surprised if you do not get a positive response! Ask questions, make comments and give lots of praise! When your child brings home a piece of work, remember that each creation is very special to them - always try to be enthusiastic about their work.
- ✚ Read, read, read to your child. Read stories as much as possible. Share and enjoy books together. If your child knows how much enjoyment books have to offer then teaching them to read later is much easier.
- ✚ Let your child experiment with pencils, felt tips and crayons. Show them how to hold the pencil and value what they produce.
- ✚ Introduce your child to the world of mathematics by using mathematical language such as below, above, more, less, higher and lower. There are numerous opportunities around the home for introducing mathematics such as counting stairs or buttons on a cardigan etc.
- ✚ Give your child a pair of blunt scissors and let them snip old birthday cards or pages from a catalogue etc.
- ✚ When your child is settled in nursery, we would really love to welcome you into help us if you can spare the time. Requirements are a willing pair of hands, eyes and ears!



Social Moral and Cultural Values

Promoting Positive Behaviour

- ✚ The nursery must be safe for children and as such we have a set of simple rules agreed by children, staff and parents to which we all must adhere.
- ✚ We pride ourselves on being a nurturing school and our practice is based on nurturing principles: Children and young people's learning is understood developmentally:

- ✚ The playroom offers a safe base:
- ✚ The importance of nurture for the development of self-esteem:
- ✚ Language is a vital means of communication:
- ✚ All behaviour is communication:
- ✚ The importance of transition in children and young people's lives:

Clothing

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

- ✚ Potentially, encourage friction (such as football colours);
- ✚ Could cause offence (such as anti-religious symbolism or political 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.

Glasgow City Council is concerned at the level of claims being received regarding the loss of children's and young people's clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to nursery. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Meals

- ✚ For children who have an extended day school meals are supplied by Cordia. Menus rotate on a fortnightly basis and each child who stays for lunch is provided with a menu to share with their parents/carers. For children who stay for lunch and their parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £16,105) are entitled to a free meal. Information and application forms for free establishment meals may be obtained from establishments and from Grants Section at Education Services headquarters.

Medical and Health Care

Please inform nursery of any medical conditions that affect your child. If your child requires any form of medication during the nursery day you will be asked to complete an Administration of Medicine Form. A parent/carer must give written consent in order for medication to be administered in nursery. The medication must have a fixed label from the pharmacist which details dosage to be given. Dental and eye inspections are also carried out with the consent of the parent/carer.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Establishments may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centre's, announcements in local places of worship and announcements in the press and on local radio.



Data Protection Act 1998

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is

protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the establishment.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: The Scottish Government and its agencies: Scottish Parliament: local authorities: MHS Scotland: universities and further education colleges: and the police.

Public authorities have to allow access to the following information:

- ✚ The provision, cost and standard of its service;
- ✚ Factual information or decision-making;
- ✚ The reasons for decisions made by it.

The legal right of access includes all types of "recorded" information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council web-site:

www.glasgow.gov.uk/en/yourcouncil/freedominformation

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centers.

Dealing with Racial Harassment

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the guidelines, "Dealing with Racial Harassment" were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at establishment.



Bullying

Bullying behavior will not be tolerated within Glasgow City Council's education establishments. All children in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Establishments).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirements to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parent's and carers of their children.

Religious and Moral Education

Children are encouraged to appreciate the common values of honesty, liberty, justice, fairness and respect for and tolerance of others, regardless of creed, colour or religion. We have a positive approach to ensuring that our children are educated not to be prejudiced in their understanding of people of other races and cultures.

Health and Wellbeing

Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Equal Opportunities and Social Inclusion

It is the policy of the nursery that no child should be disadvantaged in opportunities because of gender, creed, colour or religion. The Head of Cent will be happy to give advice and information to parents and carers.

The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of the policy is held in the nursery office.

Additional Support Needs/Accessibility Strategy.

Standard Statement

The establishment has a duty to ensure that all our children have equal access to the curriculum supported as appropriate to their individual needs. This covers not only the content of planned activities and teaching strategies but we also ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access if the provision of a ramp which is at our front door does not facilitate access: provision of an interpreter for people who have a hearing impairment: agreeing a phone contact system to provide direct feedback to parents and carers.

Staff are regularly involved in staff development and keep up-to-date with new legislation and documentation to support inclusion.

Inspection of Care Services

The service we provide will be regularly inspected by the SCSWIS (Social Care and Social Work Improvement Scotland) and Her Majesty's Inspector of Schools.

Finally

We hope that as parents you will find the nursery a friendly, welcoming place and hope that you soon get to know the members of staff. Please let us know of any problems you might have concerning your child because we are here to offer advice on how to help with their learning development. We recognize you as your child's first educator and will always encourage you to take part in nursery life and we will keep you informed about ongoing nursery matters. We look forward to working with you while your child's is in our care.



Management Circular 57

Glasgow City Council Education Services

CHILD WELFARE & SAFETY and CHILD PROTECTION

All educational establishments and services must take positive steps to help children and young people protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children/young people have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child/young person's establishment.

Educational establishments and services have a duty to create and maintain a positive ethos and climate which actively promotes children and young people's welfare and a safe environment by:

- ✚ Ensuring that children and young people are respected and listened to
- ✚ Ensuring that programmes of health and personal safety are central to the curriculum
- ✚ Ensuring that staff are aware of child welfare & safety and protection issues and procedures
- ✚ Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children and young people.

Should any member of staff have concerns regarding the welfare or safety of any child or young person they must report these concerns to the head of the establishment. The Head or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any child or young person must then immediately advise the duty Senior Social Worker at the local Social Work Services area office of these concerns.

Useful Addresses

Glasgow City Council
Education Services
City Chambers East
40 John Street
Merchant City
Glasgow
G1 1JL
Tel: 0141 287 2000
Head of Pre-5 and Childcare
(address as above)
Tel: 0141 287 4561



SCSWIS

Social Care and Social Work Improvement Scotland
Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY
08456009527
Email - enquiries@scswis.com

Complaints

All complaints are taken seriously and are noted and dealt with within 28 days. Should you have any complaints about the service we offer, please refer to:

1. The Head of Centre of Helenslea Nursery school
2. Compliments, Concerns and Complaints: - (TAKEN FROM - [Education Services Customer Involvement](#))

Education Services provide the opportunity to comment, make suggestions, or complain about the service received. This enables us to make continuous improvements to meet your needs and expectations.

Our Customer Liaison Unit welcome your views as our customers and will continue to ensure that we remain accountable, accessible and open:

- **Phone:** 0141 287 5384
- **On-line:** Complete your feedback by using the On-line form
- **Post:** Download the [Comments Compliments Complaints leaflet](#) [157kb] to complete the feedback form by hand
- **In person:** Visit Education Services personally, where you can have a private conversation with one of our officers

Customer Liaison Unit

City Chambers East

40 John Street

Glasgow G1 1JL

Phone: [0141 287 5384](tel:01412875384)

3. SCSWIS (address above)

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document.

- a) Before the commencement or during the course of the establishment year in question;
- b) In relation to subsequent establishment years.

Safe and Well

Your role in helping schools support children, young people and families and protected children.

National Framework for Standards-Protecting Children and Young people

<i>Standard 1</i>	Children get the help they need when they need it
<i>Standard 2</i>	All professionals, including school staff, take timely and effective action to protect children
<i>Standard 3</i>	All professionals, including school staff, ensure children are listened to and respected
<i>Standard 4</i>	All agencies and professionals, including schools and school staff, share information about children when it is necessary to protect them
<i>Standard 5</i>	All agencies and professionals, including schools and school staff, work together to assess needs and risks and develop effective plans
<i>Standard 6</i>	All professionals, including school staff, are competent and confident
<i>Standard 7</i>	All agencies, including schools, work in partnership with members of the community to protect children
<i>Standard 8</i>	All agencies, individually and collectively, including schools and their partners, demonstrate leadership and accountability for their work and its effectiveness

