

Onslow Drive Day Nursery Handbook 2021/2022

We would like to welcome you to Onslow Drive Day Nursery and hope you will find the information in our handbook useful.



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Dear Parent/ Carer

I would like to extend a warm welcome to you and your child at Onslow Drive Day Nursery, we are a Glasgow City Council Early Years Establishment which is non-denominational.

We see this as a beginning of a positive partnership which will help us all provide the best learning opportunities for your child.

The aim of this handbook is to give parents/ carers information, which I hope you will find both useful and helpful.

If you have any suggestions, which you feel would benefit the service we provide, I would be more than happy to hear from you.

If you require any additional information or advice, please do not hesitate to speak to myself, or a member of our team.

Yours sincerely

Tracey Ballantyne

Head of Centre

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Establishment Contact Details

Onslow Drive Day Nursery

6 Onslow Drive
Dennistoun
Glasgow
G31 2LX

Tel: 0141 554 3061

Email: Headteacher@OnslowDrive-Nursery.glasgow.sch.uk

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Handbook correct at time of print August 2021

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SECTION 1 ESTABLISHMENT AIMS

Mission Statement

We endeavour to offer support to all young people and their families to enable them to become life-long learners. Our curriculum will offer challenge, ambition, fun and excitement in order to encourage successful learners. We will encourage confident individuals through consulting with children and families regarding their education, well-being and healthy lifestyles. Through working together we will promote inclusion, citizenship and develop positive links with other professionals. Children have accountability for their own learning and well-being, therefore we are nurturing responsible citizens in an ever changing world.

Aims

- We will offer a high quality level of care and education in a safe, enriching and challenging environment.
- Everyone will be made welcome by friendly and enthusiastic staff who will support learners in order to reach their full potential.
- The nursery is child centred and each individual child is encouraged to develop and grow into a confident and independent learner.
- We value parents as prime carers and educators and take every opportunity to build on the rich experiences they give their child.
- Positive links will continue to be developed with other professionals involved in childcare.
- We value our place within the community and will use all resources available to the nursery.
- We promote a healthy lifestyle through exercise, a healthy diet and our tooth brushing programme.

In particular we would like you to note the following:-

The nursery is non-denominational.

We respect and welcome children and parents of all religions, faiths and beliefs.

Equal Opportunities and Social Inclusion

There are equal opportunities for all children and young people in the nursery irrespective of sex, race, religion and ability to participate fully in all aspects of the nursery's activities.

We aim to:-

- Promote respect from each other and recognise and value difference.
- Help our children understand and challenge discrimination.
- Ensure that our approach and materials used in nursery are appropriate and meet the needs of all children.

The Head of Centre is responsible for ensuring that the City Council' Equal Opportunities policy is adhered to and can be contacted for further information and advice.

Our Race Equality Policy

All pre-five services should reflect the Council's Equal Opportunities Policies and are anti-racist, anti-sexist, multi-cultural and recognise the rights of both men and women to work or care for children.

Provision should take account of the needs of children with learning difficulties, disabilities or chronic illnesses. These principles are reflected in the criteria used to admit children to the nursery and in the curriculum of all establishments.

Accessibility Strategy

The establishment has a duty to ensure that all 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 also minor adaptations to the physical environment of our buildings to address the needs of children with physical or sensory impairments, including the relocation of playrooms to the ground floor where feasible. We also need to 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; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.

Children with Additional Support Needs

All children develop at their own pace. However, sometimes a child may need specialist help, such as a Speech Therapist or an Educational Psychologist. Staff may approach you if they feel there is an area where your child may need additional support and will discuss contacting the relevant specialist, with your consent. If you are concerned about any part of your child's development, his/her key worker will be willing to discuss your concerns.

Data Protection Act 1998

Information on children and young people, parents and carers is stored on a computer system and maybe 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 it's agencies; Scottish Parliament; Local Authorities; NHS 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 and decision making;
- The reasons for the 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 the 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 [website](#).

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

Privacy Statement for Inclusion in School Handbooks/Websites

As a local authority our schools and early years 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 public bodies or where otherwise required by law. We may also use any 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 www.glasgow.gov.uk/index.aspx?articleid=2895.

Dealing with Racial Harassment

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, and 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 such 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 behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's education 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 requirement 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 carers of their children.

Child Protection

There are a variety of Government publications we adhere to in our duty to protect children such as National Guidance for Child Protection in Scotland, GIRFEC and the Children's Charter. However if we are concerned that a child is at risk, we will follow Glasgow City Council's Child Protection Procedures.

Child Welfare and Safety

All educational establishments and services must take positive steps to help children 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 have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- Ensuring that children 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 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

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the Head of Establishment Tracey Ballantyne, Depute and Child Protection Co-ordinator Paula MacLachlan or Team Leader Nicola Craig. If there are grounds for concern regarding the welfare and safety of any child then we have a duty of care to inform Social Care Direct Services.

Children's Charter



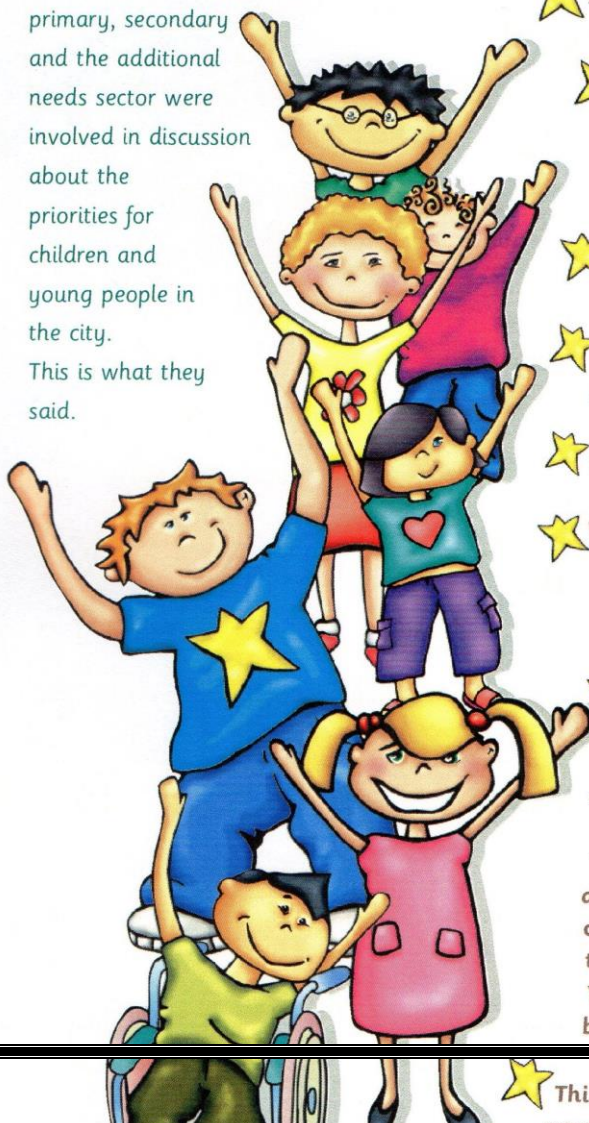
CHILDREN'S CHARTER

FOR YOUNG PEOPLE IN GLASGOW'S EDUCATIONAL ESTABLISHMENTS

Following city-wide consultation, young people representing different ages and interests from early years, primary, secondary and the additional needs sector were involved in discussion about the priorities for children and young people in the city. This is what they said.

- ★ We want to feel cared for – to have affection and comfort and to live where there is no cruelty, sufficient food and to be surrounded by friends.
- ★ All children and young people should have access to health, fun and exercise.
- ★ Young people should have the right to relax, to play and should have more supervised activities to allow them to learn and to grow safely as citizens.
- ★ We have a right to fulfil our potential and our dreams.
- ★ We want adults to be fair: young people should not be punished for others' mistakes.
- ★ We have a right to a good, inclusive education.
- ★ We want not to feel threatened and not to be bullied; to live in communities where there are mixed clubs with no territorialism and where there is no peer pressure and no stereotyping.
- ★ We want to be respected and respect others equally.
- ★ Young people should have the right to an opinion and the right to be heard.
Young people should be entitled to believe and to think what they want, unless that opinion can result in hurt or harm to others.
Young people's opinions should be taken seriously.

★ This charter should apply to all



Children's Rights



Children's Rights

for young people in Glasgow's educational establishments

CHILDREN'S RIGHTS

Our ambition is for all children and young people in Glasgow to know their rights and have these rights protected. To achieve this we need all adults to support children and young people in knowing their rights and working together to ensure these rights are protected.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

WORLDWIDE

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that most countries have formally agreed to honour. The agreement protects the human rights of children under the age of 18. It sets out in detail what every child needs to have for a safe, happy and fulfilled childhood. The UNCRC came into force in the United Kingdom in 1992.

www.unicef.org.uk/uncrc

IN SCOTLAND

As a young person you have the same human rights as an adult. The principles in the report *Getting it Right For Every Child* (GIRFEC) are based on the UNCRC.

www.scotland.gov.uk/Topics/People/Young-People/families/rights/uncrc

In Scotland there is an independent commissioner for children and young people. The commissioner is there to help promote awareness of children's rights and to make sure that every child and young person in Scotland has their rights protected.

www.scocyp.org.uk/rights/UNCRC

IN GLASGOW

Article 12 of the UNCRC gives children and young people the right to be consulted in matters affecting them and to have their views listened to and considered.

In Glasgow we are committed to listening to children and young people. Glasgow City Council's *Listening to Children and Young People* framework promotes children's rights.

www.glasgow.gov.uk/yourCouncil/Council_Committees/Joint_Boards/ChildrensServicesandGroup

We want children's rights and the UNCRC to have positive influence in the corporate decisions that are made for the city. We want all adults who work in council services and partner organisations to be aware of children's rights and respect them in their dealings with children and young people.

The *Glasgow Child and Family Plan* states the vision for Glasgow children and young people as: "We want every child to be supported to achieve their full potential and contribute positively to their communities, throughout their lives".

www.glasgow.gov.uk/



"your rights, your freedom to enjoy those rights"



Educating children and young people in the UNCRC

The Convention on the Rights of the Child illustrates children's rights and helps us consider how we respect the rights of others. In understanding the universality of the UNCRC, children begin to explore their role in ensuring the needs of others are being met: "If every child, regardless of their sex, ethnic origin, social status, language, age, nationality or religion has these rights, then they also have a responsibility to respect each other in a humane way." (UNICEF). Through exploring rights and freedoms to enjoy these rights, children begin to understand how their actions can affect the rights of others. They develop a much greater awareness of their role in ensuring the rights of others around them are not infringed as a result of their own behaviours or actions.

Here are some suggestions of the ways in which we protect each others' rights.

Children have the right to their own opinions. (Article 14).	Children need to respect the views and opinions of others.
All children and young people have a right to a primary education. (Article 28).	Children must take full advantage of opportunities for learning and not act in a way that avoids disrupting their own learning or the learning of others.
Children have a right to access and share information. (Article 13).	Everyone must consider if their actions will be hurtful or damaging to others.
Children have the right to be protected from cruelty and harm. (Article 19).	Children should act in a way that does not cause hurt or harm to others.

It is also important the children understand how adults around them work in partnership to ensure their needs are met.

For example:

The right to nutritious food is met not only by parents at home, but by school catering staff in ensuring that healthy lunches are provided.

The right to an education is not only provided through schooling, but through parents and other adults sharing their knowledge and experience with children.

The right to develop your own skills and talents is often supported by adults who run various organisations and clubs.

Through understanding this partnership, children begin to gain a greater appreciation for how agencies, organisations and adults are working together for ultimately the same goal... to ensure ALL children access the things they need to ensure they can develop, grow, participate and fulfil their full potential.

Children's Rights

"your rights, your freedom to enjoy those rights"

From Children's Charter to Rights...

We want to feel cared for – to have affection and comfort and to live where there is no cruelty, sufficient food and to be surrounded by friends. (Consider Article 19)

All children and young people should have access to health, fun and exercise. (Consider Article 31)

Young people should have the right to relax, to play and should have more supervised activities to allow them to learn and to grow safely as citizens. (Consider Article 14)

We have a right to fulfil our potential and our dreams. (Consider Article 29)

We want adults to be fair; young people should not be punished for others' mistakes. (Consider Article 3)

We have a right to good, inclusive education. (Consider Article 28)

We want not to feel threatened and not to be bullied; to live in communities where there are mixed clubs with no territorialism and where there is no peer pressure and no stereotyping. (Consider Article 28)

We want to be respected and respect others equally. (Consider Article 13)

Young people should have the right to an opinion and the right to be heard. Young people should be entitled to believe and to think what they want, unless that opinion can result in hurt or harm to others. Young people's opinions should be taken seriously. (Consider Article 12)

The convention applies to every child regardless of ethnicity; gender; religion; abilities; whatever they may think or say; type of family they come from. (Article 2)

These rights should be protected!



You can access more information and download resources on Children's Rights from the UNICEF website. Visit www.unicef.org.uk/UNICEFs-Work/Our-mission/Childrens-rights/

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SECTION 2 GENERAL INFORMATION

Names and job titles of all staff members:

Staff

Job Title

Office

Tracey Ballantyne	Head of Centre
Paula MacLachlan	Depute Head of Centre
Jamielee McKenna	Team Leader
Karen Differ	Clerical Support Assistant
Natalie Wardlaw	Clerical Support Assistant

3-5 years

Samina Shariff	Lead Practitioner of Attainment
Natalie McNamee	Child Development Officer (Job-Share) M,T (W)
Kirsty Crawford	Child Development Officer (Job-Share) (W), Th, Fri
Gemma McGowan	Child Development Officer (Job-Share) M,T (W)
Janine Curran	Child Development Officer (Job Share) (W), Th, Fri
Kim Ramsden	Child Development Officer (Job-Share) M, T, (W)
Lindsey Borris	Child Development Officer (Job-Share) (W) Th, Fri
Jennifer Tobin	Child Development Officer
Kelly Storrie	Child Development Officer
Leeann Keenan	Child Development Officer
Alisha Forteath	Child Development Officer
Louise Devlin	Child Development Officer
Debbie Brodie	Support for Learning Worker – Lunch Cover
Becky McAuley	Child Development Officer
Farhat Saleem	Support for Learning Worker – Lunch Cover

2-3 years - Teddy Room

Susan Connell	Child Development Officer
Samantha Duncan	Child Development Officer
Kelly Law	Child Development Officer - Term Time
Caroline O'Donnell	Support for Learning Worker – Lunch Cover

0-2 years - Baby Room

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Alyson Clark
Danielle Sharp

Child Development Officer
Child Development Officer

Cleaning / Catering

Jim Watson
Ellen McCann
Gemma Brown
Margaret Belgan
Malika Colligan

Janitor / Cleaner
Catering Assistant
Catering Assistant
Evening cleaner
Evening cleaner

GENERAL INFORMATION

Hours of Opening 8.00 am – 6.00 pm

Part time Sessions	Morning Session	8.15 am – 12.30pm
	Afternoon Session	1.15 pm – 5.30 pm

Any sessions out with the above are allocated depending on individual circumstances at the admission panel.

Access to Building

- Please press appropriate buzzer for your child's room.
- Remember that there is a time delay between pressing the buzzer and the door releasing so please wait for the '**click**' sound before opening the door. If there is no response within a few minutes, select another option.

Holidays

The staff work a shift system which ensures that all staff are on the premises for the core part of the day. With this in mind, for safety reasons it is important you stick to the agreed times allocated to you.

The nursery is open 52 weeks of the year. It is closed for Public Holidays and In-service days. As these vary from year to year the dates are displayed on the nursery notice board. Children are encouraged to have at least 2 weeks holiday per year, preferably during the summer months.

2021/22 Planned Closure Dates

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In Service
September Weekend
In Service
Nursery Closes
Re-open
In Service
Easter
May Day
In Service
May Weekend
Queens Jubilee
Fair Monday

Thursday 12th and Friday 13th August
Friday 24th and Monday 27th September
Friday 8th October
Friday 24th December
Wednesday 5th January
Wednesday 16th February
Friday 15th April and Monday 18th April
Monday 2nd May
Tuesday 5th May
Friday 27th May
Thursday 2nd and Friday 3rd June
Monday 18th July



Admissions Policy

All places are allocated in line with Glasgow City Council's admissions and charging policy. Senior staff will be happy to discuss this with you. A leaflet outlining the policy is available on request.

An Admissions Panel will meet a minimum of three times a year to decide how nursery places will be allocated. If we are unable to allocate your first choice you will be considered for your next preference.

The Panel consists of Heads of all local nurseries and representatives from other agencies involved in supporting children and their families, e.g. Social Work Department and Health Board etc.

Number of children at each daily session:

Baby Room (0-2)	6 children attending per session
2-3's	15 children attending per session
3-5's	39 children attending per session

The children attend either part time or full time. There are 60 children at any one time throughout the nursery.

Register of Applicants

A register of all applicants will be kept by the Head of Centre and the information contained in the applications will be considered by the Admissions Panel to assist in the allocation of places. If for any reason you have a change in personal circumstances or in your contact details please inform the Head.

Charges for Nursery Places

Charges for nursery provision will vary according to family circumstances and some children will be eligible for a free, part time, term time funded place of 16 hours. All charges including those for meals are subject to annual review. The Head of Centre will be able to advise you of any changes.

Hourly Rate - £4.00 per hr / Low Income Rate - £1.00 per hr All Kinship Carers - £1.00 per hr

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2/3 children at nursery - 1st child x £4.00 per hr / 2nd child x £2.20 / 3rd child x £1.70 per hr

Children out with Glasgow - £5.00 per hr

Lunch - £1.52 per day (Eligible 2's and 1140 children lunches and snacks are free)

Snack - £0.26 (maximum of 2 per day)

Parents/carers will be invoiced directly to their home address; there are various methods of payment. You will be asked to complete a Condition of Placement form which is your agreement to pay for the allocated hours your child receives. During your child's enrolment day this will be explained in more detail.

If you have agreed 52 week contract (for those children attending all year round e.g. during term time and school holiday periods) children are required to take 2 weeks holiday during the summer.

Please note: parents / carers cannot change from full time nursery places (52 weeks) to term time provision (39 weeks) on receiving the 11th and final non statutory invoice charge after signing a 52 week Condition of Placement Form.

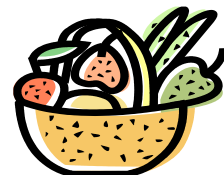
Arrears of Charges

Where a parent/carer is 4 weeks in arrears of payment, a review of the hours allocated will take place. This will, unless exceptional circumstances, result in hours being reduced to funded 16 hours for 3 and 4 year olds and loss of place for under 3's.

Meals

A 2 course meal is provided for children who attend nursery. A copy of the 3 week menu is available on the notice board in the reception area.

If your child has a special dietary requirement please speak to a member of management. Where necessary, we may ask you to provide a letter from your GP or Dietician so that the menu can be adapted accordingly.



Health Promoting Nursery

As we are a Health Promoting nursery there are **no** sweets or fizzy juices given to the children at any time. At Christmas, Halloween and Easter parties a savoury buffet will be provided.

Enrolment Procedures

Parents and children are invited to the nursery for an initial visit of 30 minutes. All parents / carers are required to show their Child's Birth Certificate. You will be asked to bring along evidence to comply with

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Glasgow City Councils Charging Policy e.g., Council Tax, Utility Bill and Proof of Employment or proof of low income this is required to verify your child's place. Your child's first few days at nursery will be for short periods of time, with you staying with your child so that they can become familiar with the new surroundings.

Settling Procedure

Settling process can take a week or sometimes longer. In the first instance parent/ carer will stay with their child for an hour, thereafter the length of time will be extended until they have reached their full allocation of hours.

Attendance

We expect your child to attend as regularly as possible. If for any reason your child will be absent can you please telephone the nursery. If absence is for a long period of time we will contact you by letter to see if you still require the place.



Arrival and Collection of Children

Parent's / carers must give emergency contact numbers and a named person of who will drop off and collect your child each day. It is expected that a responsible adult will bring and collect your child to and from nursery. In the interests of your child's safety, you should make a point of telling the key worker if she/he is to be collected by someone not known to the staff members. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.



Suitable Clothing

Children have the best fun when they are doing messy play. We will always try to make sure they wear aprons, but accidents happen, so please dress your child in suitable clothes, in the event of outdoor play or if a trip is planned.

Soft shoes should be worn indoors. It is helpful if children have easy to fasten shoes that they can easily put on by themselves to encourage independence.

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

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);

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- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings;
- carry advertising, particularly for alcohol or tobacco; and
- 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 childrens' and young peoples' clothing and /or personal belongings. Parent/ Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to establishment. 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.

Excursions and Consent Forms

When outings are planned for children, a member of staff will advise you in advance. You will be asked to complete a Consent Form, which gives your permission for your child's participation. Please note that the children cannot take part in outings unless completed consent forms have been submitted by the parent/guardian.

Emergency Closure Arrangements

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, 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 centres. Announcements in the local places of worship and announcements in the press and local radio.



Emergency Contacts

Parents whose children are in nursery are asked to provide the establishment with names, addresses and telephone numbers of two contact persons for use in case of any emergency.

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It is vital that you keep the nursery up to date with any change to this information.

Birthdays

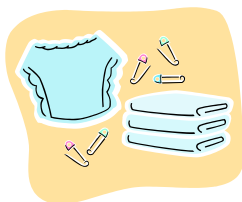
We are happy to celebrate your child's birthday although it should be highlighted that it will be a very small affair with the children in their key group and not with all the children in the playroom. Could you please remind your child's key worker and provide a small sponge cake. Anything else you wish to provide must be in line with our healthy eating policy.



Fire Drills

Fire procedure notices are displayed throughout the nursery. Regular fire drills are carried out throughout the school year and we ensure that children evacuate the building as quickly and calmly as possible. If you are in the building at the time of a drill please evacuate the building by going to your nearest exit.

Toilet Training



The nursery does not supply nappies, wipes or cream, therefore we ask that you bring in a sufficient amount to cater for your child's needs. If you want your child to begin toilet training then we ask that you establish this first at home. Your child's key worker will be happy to discuss this matter.

If your child has an accident their clothes will be left in a nappy sack on their peg as we do not have laundry facilities available for cleaning soiled clothes. It is important that you take the soiled clothes away the same day. Please ensure that your child has a spare change of clothes.

No Smoking Policy

Smoking is not permitted in the nursery or in the grounds.

Nursery Policies

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The nursery policies are available to read in the parents room.

If you would like to comment on any of these, please speak to the Head of the nursery.

Dental Health

To promote good dental health, all children brush their teeth once during the session. If you do not wish your child to take part in the Tooth Brushing Programme please make this known to staff.



SCSWIS Social Care and Social Work Improvement Scotland

The Social Care and Social Work Improvement Scotland (SCSWIS) are the public body who co-ordinate and regulate services in health and social care, social work and **Child Protection**.

The Care Inspectorate regulates and inspects care services in Scotland to make sure that standards are met.

As a registered centre our nursery is inspected by the Care Inspectorate. Our Care Commission registration no: CS2003014835

There will be a report detailing the outcome of these inspections which parents are able to request or read online at www.scswis.com

We endeavour at all times to monitor and evaluate our service, it is important that we seek parent's views on ways of improving and celebrating the nurseries successes.

SECTION 3 MEDICAL INFORMATION

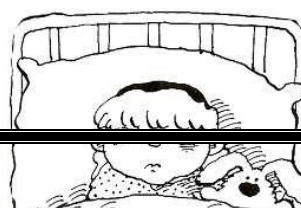
Medication



If your child requires medication during his/her time at nursery, this can be discussed with the Head of Centre/ Depute / Keyworker. You will be required to fill in a form that authorises nursery staff to administer the medicine to your child. Staff will only administer medication that has been prescribed by your doctor. It is essential that you give your child's medication to a member of staff.

Asthma

If your child suffers from asthma you must inform the keyworker if there are any activities or specific circumstances that are likely to bring on an attack. You will be given an Asthma Card that you will be asked to complete with child's doctor detailing the signs and symptoms of your child's asthma. This card will be kept with the medical form in the playroom as this has to be assessable to staff at all times.



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If your child becomes ill

If your child becomes ill at nursery we will make him/her comfortable and contact you immediately. Please make sure the nursery is informed of any change in circumstances, in particular telephone number of person who is the emergency contact.

Do not bring your child to nursery if they are ill as infection is easily passed from one child to another. The nursery adheres to the Infectious Disease Guidelines drawn up by Greater Glasgow Health Board.

If your child has diarrhoea (2 or more loose liquid bowel movements within 24hrs) or vomiting, we ask you to keep them at home for **48 hours**.

Minor Accidents and Upsets

If your child gets injured out with nursery time, please inform their key worker. Staff will inform you if any injury occurs during the nursery session. A member of the staff group will ask you to sign an accident form which will give details of your child's accident.

In the event of a head injury, a member of staff will phone to inform you of the incident.

Head Lice

If you find head lice or nits in your child's head, please treat the hair with the appropriate solution and inform nursery staff. Please do not allow embarrassment to prevent you telling us, as head lice are infectious. Please check your child's hair regularly as a preventative measure.

SECTION 4 THE NURSERY CURRICULUM

How We Promote Learning

'Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play
- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

Children are supported when necessary through sensitive intervention to support or extend learning. All areas of the curriculum can be enriched and developed through play.'

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(A Curriculum for Excellence: Building the Curriculum 2)

Realising the Ambition: Being Me

This guidance reflects the original principles from 'Building the Ambition' and has incorporated updated aspects of the Pre-Birth to Three guidance. It extends across each child's learning journey into the early years of Primary School

The Pre-Birth to three

The Pre-Birth to three document is the national guidelines which ensures best practice for our younger children. Within the guidance there are four key principles:

- Rights of the Child
- Relationships
- Responsive Care
- Respect

We aim for each child to learn the necessary skills to become a confident, enthusiastic learner who has a positive self-image.

Planning for the Under Threes

Staff will refer to GCC practice guidelines for Under Threes, Scottish Executive: Care and Learning for Children and the Pre-Birth to Three.

Staff make daily observations and meet on a weekly / monthly basis to discuss these and identify children's individual stages of development and plan accordingly. This ensures that all children are making progress and reaching their full potential.

How We Promote Learning in young children

- Emotional Well Being and Social Competence
- Communication and Language
- Curiosity
- Movement and Co-ordination

Explore Through the 5 Senses

Treasure Basket and Heuristic Play are two activities which encourage young children to explore and learn about the world around them, through using the 5 senses (Sight, Sound, Smell, Taste and Touch).

A Curriculum for Excellence

Early Years centres are implementing the new Curriculum for Excellence.

The curriculum being used in all Scottish Nurseries & Schools is 'Curriculum for Excellence 3-18'.

There are 4 capacities for children to work towards being:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

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There are 8 curriculum areas with a strong emphasis this year being placed upon **Early Literacy, Early Numeracy and Health and Well-Being.**

- Expressive arts
- Language and Literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Consultation with Children

We use information gained from parents, children and staff, to plan and provide interesting, challenging and achievable learning experiences within the context of 'Curriculum for Excellence 3-18'. At all times staff take account of the individual needs, stage of development and interests of each child. At Onslow Drive we use Talking and Thinking Floor book & Mind Maps as a method of consulting with the children about their learning.

Areas which we will concentrate on are:

Early Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for life long learning and work, and contributes strongly to the development to all four capacities.

How do our young children develop these necessary skills at nursery? **ACTIVE PLAY EXPERENCIES**

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- **Using Books independently**
- **Role Play**
- **Developing writing skills**
- **Outdoor Play**

Early Numeracy

Numeracy is a skill for life, learning and work. Having well-developed numeracy allows young people to be more confident in social settings and enhances enjoyment in a large number of leisure activities. Being numerate helps us to function responsibly in everyday life and contribute effectively to society.

- **Counting, Sorting and Matching**
- **Problem Solving**
- **Measurement and Height**

Health & 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.

- **Cooking and Learning About Healthy Foods**
- **Learning Outdoors – Visiting Local Parks**
- **Learning How to Grow Your Own Vegetables**

Working Together to Support Learning

Staff work in partnership with parents to promote effective learning for children. In planning for children with additional support for learning we follow the Additional Support For Learning Act (Scotland) (2009). We also implement Glasgow City Council's Policy "Every Child is included" Policy into Practice, Staged Intervention Process. Staff work closely with other agencies to ensure children develop to their full potential.

We also refer to National Guidance to help inform our practice and in order to reflect:

- **Building the Ambition**
- **The National Care Standards**
- **SSSC Codes of Practice**
- **How Good Is Our Early Learning and Childcare?**

SECTION 5 PARENTAL PARTNERSHIP

Our Aim

We aim to:

Develop positive relationships with parents and value their views and contributions as the child's first educator. This helps the child's key worker build on your child's previous learning experiences, prior to starting nursery. On your child's settling in week to nursery you will complete a nursery first transition which will tell us about your child, this information can help to settle your child and build new relationships with staff and children.

Assessment and Working with You

At Onslow Drive we work a key worker system which means each staff member is allocated a group of children for whom they are responsible and through time will aim to build lasting relationships.

Staff will record observations during experiences and this will go towards creating an assessment record for your child's learning journey. There will also be a parents evening twice a year in May and November but if you wish to meet with your child's key worker sooner this can be arranged with your child's key worker.

Parents can contribute to children's learning journeys at any time.

Working Together to Promote Positive Behaviour

Staff place a great deal of emphasis on children learning to respect each other. Children are encouraged to resolve conflict in a positive manner, with staff being observant and prepared to intervene when necessary. We understand that 'all behaviour is communication' and will work in partnership with parents and carers in order to support each individual child.

Voluntary Toy Fund

A voluntary contribution of £1 per week towards the nursery fund helps us to buy resources, for example, books, jigsaws and play-dough. We also use the money to take the children on outings providing real life experiences.

Fundraising

We ask parents to help with fundraising events to renew equipment and to improve nursery resources of good quality which can be very expensive. This can be anything from a Baking Day or Raffle to a Social Evening. Your support is greatly appreciated.

Parents Group

We have a very successful parents group in the nursery. Sometimes the group get together for tea, talk and toast. We will also offer workshops throughout the year. The group provides an excellent opportunity to learn new skills and get to know other parents in the local community. At the moment, due to current restrictions, we are creating opportunities outdoors for parents



Support for Parents

We are here to help all of our parents in any way that we can. If you require any support, please talk to us. We can have a chat and together we can put together a plan to help you and your family.

SECTION 6 THE WIDER COMMUNITY

The Establishment and the Wider Community

We aim to develop positive relationships with families, schools, other agencies and services within the Dennistoun area to establish good practice and encourage our children to have respect and concern for others.

Links with Primary Schools and the Learning Community

The nursery is part of Whitehill Learning Community which means we have links with all primary schools in the local area and Whitehill Secondary School.

Throughout the year we have a variety of different programmes in place. Children from one local school come along to the nursery to participate in activities with our children. Children from another school offer storytelling and literacy experiences.

Information in the form of a 'Transition Record' is sent to the relevant Primary School to inform the class teacher of your child's achievements. Teachers from the local primary schools in the area are invited to the nursery in June to get to know your child to ease transition.

Newsletter

A newsletter is published regularly to share information with you. Suggestions and comments are always welcome.

Outings and Family Learning.

We have a variety of different outings taking place throughout the year, some within the local community and some which are further afield. Please join us when you can as it is a fabulous opportunity for you to spend some quality time with your child and other children and parents and carers from the nursery.

Credit Union

The nursery works in partnership with Dennistoun and Haghill Credit Union Office. This is to develop children's understanding of money and how we can raise awareness of saving money. The children are given their own savings book and they can bring in some money every week to add to their account. There is no minimum or maximum amount.

Facebook Group

We have an Onslow Drive Day Nursery Facebook Group for the parents of children who are currently attending the nursery. We will share important information with you about nursery life and anything that we think you might be interested in. The group also provides an excellent platform for all of our families to keep in touch with each other and share photographs and stories of your adventures.

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SECTION 7 POSITION STATEMENT ON COVID-19:

At Onslow Drive Day nursery we want staff, children and families to feel safe returning to nursery. Safeguarding the health and wellbeing of the children, their families and staff is priority. Our focus is to support our children to reconnect and form secure attachments with staff. The measures that are outlined are to ensure we achieve this in a respectful way, demonstrating kindness and patience for all during our recovery period throughout this pandemic. We will continue to update and introduce measures in line with the latest guidance from the Scottish government, Glasgow City Council, regularity bodies and public health Scotland.

[Advice from the advisory sub group for education and children's issues](#) states that:

"Children in the age groups accessing early learning and childcare have a low susceptibility to COVID-19 infection; they also have a low likelihood of onward transmission."

It is not desirable or possible to implement strict physical distancing between young children, therefore:

The core public health measures are:

- Enhanced hygiene and cleaning practice
- Limiting children's contacts
- Maximizing the use of outdoor spaces
- Physical distancing between adults in the setting including parents at drop-off and pick-up times
- Active engagement with Test and Protect scheme

Hand Hygiene Practice:

- There is an increased emphasis on teaching and practising good hand hygiene (both indoors and outdoors) and surface cleaning.
- Hand washing/sanitising is required for everyone on every entry to the setting or moving of rooms.
- Young children will need assistance to wash/sanitise hands effectively. Young children will also need support to dry hands effectively.
- Care should be taken to ensure that any products which are being used are age appropriate and suitable for sensitive skin.
- Before and after eating, between activities, after toileting, sneezing and coughing.

Drop off and Collection:

- Staggered start and finish times for children.
- Only one parent/carer who is symptom free will drop off/collect their child – maintaining 2m social distancing.
- Any person entering the nursery will be asked to use hand sanitiser before touching the buzzer intercom or the door.
- A member of staff will greet you and your child at the front entrance of the building and take your child to wash their hands - ground floor toilet.
- Once your child has washed their hands staff will take him/her to the playroom.
- Parents will receive clear communication regarding new safe operating procedures and measures in place to ensure the safety for all before their child returns to nursery.
- HOC will call each parent/carer to discuss arrangements for returning to nursery.
- Welcome back sheet will be emailed to parents.

Test and Protect:

Test and Protect, Scotland's approach to implementing the 'test, trace, isolate, support strategy', is a public health measure designed to break chains of transmission of COVID-19 in the community.

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As part of this you will be asked to self-isolate at home for 10 days if you have symptoms of COVID-19 or you have tested positive. If you live with someone who has symptoms or has tested positive, or if you have been in close contact with someone who has tested positive, you will be asked to self-isolate at home for 14 days.

The symptoms of COVID-19 are:

- A new continuous cough
- fever/high temperature (37.8C or greater)
- loss of, or change in, sense of smell or taste (anosmia)

If you develop any of these symptoms, contact the NHS to arrange to be tested. Do this online at NHS Inform, or call 0800 028 2816. You should self-isolate at home straight away along with other members of your household.

<https://www.gov.scot/publications/coronavirus-covid-19-test-and-protect/> Last accessed 31/7/20

Good Practice:

- As close as possible to zero tolerance of symptoms should be in place, and strict compliance with the Test and Protect system.
- The preference should be to avoid crowded indoor spaces and, as much as possible, to keep children within the same groups for the duration of the day.
- Sharing of equipment/utensils/toys/books should be minimised; and smaller groups, more outdoor interactions and activities put in place.
- Movement between settings of children should be reduced as far as possible.

Enhanced Cleaning

A rigorous approach to environmental cleaning is being implemented to prevent the spread of the virus, in line with the arrangements set out in the cleaning guidance. Glasgow City Council employees have a shared responsibility for regularly cleaning and disinfecting surfaces and objects that are frequently touched by children and adults. These include high-risk contact areas such as door handles and doors, toys and children's resources, phones, keyboards, light switches, taps, toilet flushes, sinks, countertops, handrails and bannisters, shared PCs, including children's computers/iPads. We have removed activities which could pose a risk for cross contamination, such as large shared sand/water trays.

Face Coverings:

Young children need to view faces and rely on non-verbal cues to learn effectively. Face coverings should not be required for most children and adults (those clinically advised to wear a covering would be an exception).

When adults who are interacting together cannot keep a two metre distance, are interacting face to face and for 15 minutes or more, face coverings should be worn.

Settling In:

The new revised layouts will be discussed with staff, parents and children. Key staff will telephone parent/carer to update their child's personal care plan before returning to nursery.

The health and well-being of children is paramount and the settling process will vary depending on each child's individual needs.

During this period, children will require additional time to reintegrate into the changes in the nursery. They might be with a different peer group and cared for by different staff. It is important for children to

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feel safe and secure as they settle back into nursery life, while maintaining physical distancing between adults.

For children with additional support needs (ASN), staff will work in partnership with parents, lead professionals, children and young people to establish what support and plans need to be put in place to meet their needs. Enhanced transitions will be considered for children with ASN, such as through visuals.

Recovery, resilience, reconnection folder provides further measures to minimise risk:

- Risk Assessments: establishment, individual
- Recovery Plan
- Risk assessment and recovery plan are available for parents to review on request.

These continue to be updated and reviewed as guidance changes. This helps staff and others know their role required to reduce the risk of spread of infection.

Further information regarding the nursery's full recovery plan and risk assessments are available on request.

Useful websites:

Coronavirus (COVID-19): guidance on reopening early learning and childcare services:

<https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reopening-early-learning-and-childcare-services/>

Parent Club:

<https://www.parentclub.scot/topics/coronavirus/startback>

SECTION 8 OTHER INFORMATION

Comments and Complaints

If you have a comment or complaint please approach the Head of Establishment in the first instance.

If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

- Take a totally neutral stance in fully investigating your complaint;
- Acknowledge receipt of your complaint within five working days;
- Give a full written response within a further 10 working days, unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or email:

Phone 0141 287 5384

Email: education@glasgow.gov.uk

Customer Liaison Unit
Education Services
Glasgow City Council
City Chambers East
40 John Street
Merchant City
GLASGOW
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Useful Addresses

Executive Director of Education
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Social Care and Social Work Improvement Scotland	
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