

Welcome to Cranstonhill Nursery

Educator Team



Maria Di Paloantonio - **Head of nursery**

MED Early Years Pedagogy Masters

BA Early Childhood Practice

PDA Childhood Practice

Froebelian Leadership

Froebel in Childhood Practice



Lynda McBride - **Depute Head of Nursery**

BA Early Childhood Practice

Froebel in Childhood Practice



Sharon King - **Lead practitioner Attainment**

BA Early Childhood Practice

Froebel in Childhood Practice



Lynsay Dick **- Child Development Officer**

Family Support Worker

National Nursery Examination Board



Aimee Wright -Child Development Officer



Tahira Chatterjee - **Child Development Officer**

First Aid Co-ordinator



Finlay Lawson **- Child Development Officer**



Caitlin Thompson - Child Development Officer



Alex Wiseman – Child Development Officer



Simon Borland - **Child Development Officer**

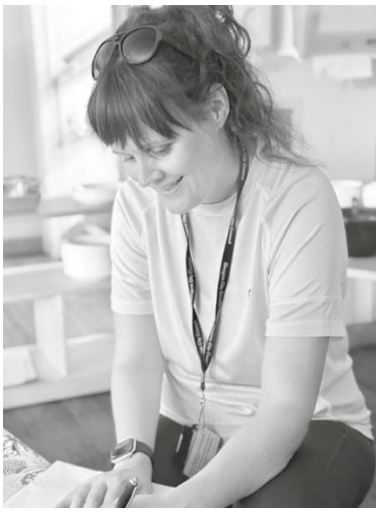
Stramash Outdoor Training



Nicki Coll – **Child Development Officer (Part time)**

Forest School Trained

Frobel in Childhood Practice Course



Kirsty Middleton - **Child Development Officer (Part time)**



Jamie Lee Sorley - **Child Development Officer (Part time)**

Block Play Champion



Frances Kennedy - **Child Development Officer**



Kayleigh Campbell – Child Development Officer



Caroline McGrory – Child Development Officer



Iram Qadeer – Support for Learning Worker



***Martin McGinn* – English as Additional Language Teacher**



Iain McDevitt - **Clerical Assistant**



Thomas Clark – **Janitor / Cleaner**



Jenna Ferguson – **Catering Assistant**

Cranstonhill Nursery Vision, Values and Aims

"At Cranstonhill Nursery we embrace a nurturing and empowering environment inspired by Froebelian principles. Where every child's unique potential is recognised and cherished."

Our vision is to cultivate curious, confident and compassionate individuals who embark on a lifelong journey of learning and discovery".

1. Play-Centred Learning: Emphasise play as the primary mode of learning, recognising it as the natural way for children to explore, experiment, and make sense of the world.
2. Individualised Education: Tailor educational experiences to each child's unique interests, needs, and developmental stage, respecting their individuality.
3. Outdoor Engagement: Promote outdoor exploration and nature-based learning, fostering children's connection with the natural world and encouraging a sense of wonder.
4. Social Development: Support the development of social skills and relationships among children emphasising cooperation, and conflict resolution.
5. Holistic Growth: Focus on the holistic development of children, nurturing their physical, emotional, social, and cognitive well-being.
6. Creativity and Expression: Provide opportunities for creative expression through art, music, and imaginative play, fostering children's self-expression and creativity.
7. Family Engagement: Build strong partnerships with families, involving them in their child's learning journey and providing resources and support.
8. Cultural Sensitivity: Create an inclusive and culturally sensitive environment that celebrates the diversity of the community.
9. Professional Development: Invest in ongoing professional development for educators to stay informed about Froebelian principles and best practices in early childhood education.
10. Reflection and Improvement: Continuously assess and refine practices, curriculum, and policies to ensure alignment and Froebelian principles and the evolving needs of the children and families.

"At Cranstonhill Nursery we embrace a nurturing and empowering environment inspired by Froebelian principles.

These aims reflect Cranstonhill nursery's commitment to providing a Froebelian- inspired educational experience that values play, individuality, nature and holistic development while nurturing strong connections within families and the community.

At Cranstonhill Nursery the children will be exposed to real life materials such as baking, sewing, modelling with variety of different resources, as Froebelians we understand children construct their perception of the world through direct experiences with it, learning new skills through their own interests or lived experience.

Important Documents

Curriculum for Excellence

Curriculum for Excellence represents Scotland's vision for the education of all children. It aims to raise the standards, improve knowledge and develop skills. This enriched and creative curriculum requires the full involvement of teachers, practitioners, parents and learners, and for everyone to work together. Parents and carers are the biggest influence on a child's development, particularly in the early years. Educators and parents sharing information is key to the best possible start for children.

"We don't want children and young people to survive in this changing world, we want them to thrive in it"

Further information for parents of children aged 3-18 about education in Scotland, including ideas on how to support your child's learning, can be found at:

https://home.scotlandscurriculum.scot/

https://education.gov.scot/parentzone

For parents of children with additional support needs further information can be found from Enquire.

www.enquire.org.uk

Realising the ambition

The National guidance and multimedia resource have been designed to support all staff working with young children. It also recognises and values the importance of parents as they understand their child better than anyone else.

Parents and carers have the biggest influence on a child's development, in the early years. educators and parents sharing information with each other is key to providing the best possible start of children.

This new guidance highlights 4 key principles, (Rights of the child, Relationships, Responsive Care and Respect) to ensure children have the best start.

Further information on this document can be found at:

https://education.gov.scot/resources/realising-the-ambition/

Schematic Play

A schema is a repeated action often seen in the behaviours of babies and young children. Children have a natural urge to do the same thing again and again, whether it is throwing things, hiding things or emptying things. This repetitive behaviour helps them develop and deepen their understanding of concepts. As children repeat their actions, this helps make important connections in their brain which is vital for their development and learning.

Further information on how to recognise and support schemas in your child's play can be found at:

https://kidsdawntildusk.co.uk/wp-content/uploads/2022/05/1473170200_SchemasforParentsBooklet2021.pdf

Planning in the Moment

At Cranstonhill Nursery School we have adopted the “planning in the moment” approach.

Every child is born with the desire to learn and to be part of a social world. It is our responsibility to cater to each child as an individual.

Young children live in the here and now. If adults are to make a real difference to their learning they need to seize the moment when children first show curiosity and support their next steps immediately. Our role as the adult is to promote child led learning to enable the children in our care to live, learn, play and develop in the here and now.

When children are allowed to select where, with what, and how to play, they become deeply involved and make dramatic progress.

We do termly learning stories for each child and meet with parents to discuss these before posting on seesaw.

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 also minor adaptations to the physical environment of our buildings to address the need 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 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.

Physical Access:

As a free-standing building, physical access to all areas will have been considered in the design. Any specific resources or adaptations, not already in existence, necessary for individual children will be provided.

Communication:

Parents needs are considered when we have meetings or share information to ensure equal access to all parents.

Curriculum:

Every child is included in all curricular activities. The educators will support all children in engaging in activities and adapt experiences to cater for individual needs in discussion with parents/carers and if necessary other agencies involved.

Admission to Cranstonhill Nursery School

If allocated a place, children would be eligible to start, after their 2nd birthday. Glasgow City council's Admissions policy also applies to these children to.

If allocated a place, children would be eligible to start, after their 2nd birthday.

When a parent/carer receives tax credits or universal credits, they can earn a certain amount of money and still eligible. If they receive:

- Child tax credit but not working tax credit, and income is £19,995 or less
- Child tax credit and working tax credit and income is £9,552 or less
- Universal Credit and household take-home pay is £796 a month or less
- When your child starts, he or she will be supported in trying new things by a particular educator. Educators will be there to give your child some security in this new environment and be able to assure you that your child is coping. They will be there to help your child separate from you on an 'off' day. All the educators work with all the children in each room, building trusting relationships so that even if your child's key worker is not around someone will be there for him or her. Your child's key worker will be observing your child's development and learning noting progress.
- Key workers and the Management Team will share information with parents regularly on an informal basis and more formally 3 times a year.
- Some children may require additional support. The educators will consult with parents and other professionals involved to create and monitor Additional Support Plans when required.
- We encourage parents to share their knowledge of their child's achievements and express any concerns they may have. An appropriate time can be arranged for discussion.
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Pantry











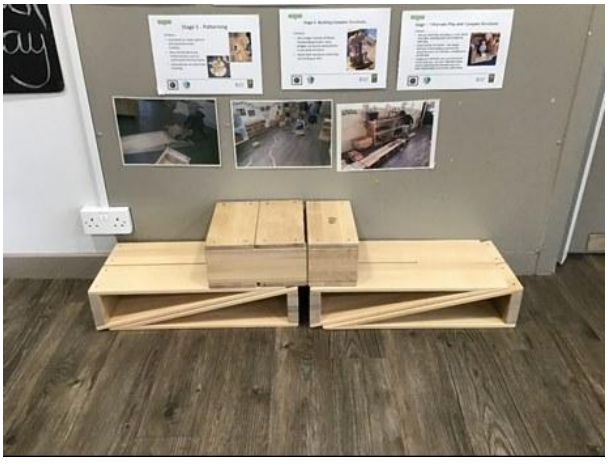
Block Play Room








Friendship tree
Worried
Happy









Play Room




SEWING SCHOOL
My First SEWING Book




Goldilocks and the Three Bears
Jungle
INSECTS
"You're called WHAT?"








Yellow
White
Blue
Red

Toilet Area





Clock Room



Important Info



groupcallxpressions
start the conversation

The Xpressions App is available for all parents to allow effective communication with the school at no cost. The app is completely free to download and will send you push notifications.

It is supported by Apple IOS and Android devices.

More info can be found at: http://parents.groupcall.com/

What do I do now?

- Download & install the app (Refer to the flyer attached to this for downloading the Xpressions App)
- Ensure the school has the correct email and mobile details for you
- Log in using unique information about your child

Want to find out more?

Visit, the Groupcall messenger website for more information:

http://www.groupcall.com/gro_messenger.html

Should any of your contact details change during the session, then we would ask that you inform the school as soon as possible.

Glasgow CITY COUNCIL

EDUCATION SERVICES IMPROVING COMMUNICATION WITH PARENTS AND STUDENTS IN PARTNERSHIP WITH SEEMIS AND GROUPCALL

Glasgow City Council, Education Services is always looking at ways to improve and enhance our communication with parents and students. In recent years, changes to technology have allowed schools to send out text messages, make use of Twitter feeds and highlight their website information, so that parents and carers can keep up to date with what is going on in their child's school community.

A programme is now available in your child's school and it is called **Groupcall Messenger.** It allows us to provide information directly to parents and carers on their mobiles and to their email addresses at high speed.

What is Groupcall?

Groupcall gives us the ability to send text messages to your mobile phones. **We will also be using it to send you emails with attachments.** This new facility will enable us to get a message to one parent or the whole school very quickly.

We may use the Groupcall system to advise you of the following:-

- Emergency school closures
- Pupil absence notifications
- Exam reminders
- Reminders about meetings and after school activities
- Parents evenings
- Special school events
- When Report Cards have been given to pupils
- Expected time of arrival when returning from a school trip
- Invitations to a meeting

Depending on the reason for contacting you, we will either send an email or a text message to your mobile phone. We may also choose to send some messages in duplicate (i.e. via text & email). If neither of these communication methods suit your needs, please let the school know.

Our main method of communication with you will now be through the use of texts and emails using Groupcall. It is important the school has your current email and mobile contact details.

This allows us to send you copies of our newsletters and other school information, as attachments to the message. SMS Text messages will be used by the school where there is a need for quick and brief messages to be communicated to you.

Please note:

All text messages sent from the school will have the name of the school displayed at the top of the message. We will be able to see from school when the message has arrived in your phone and so we will know you have received it. If we are asking for information, you can respond to the text in the same manner that you would do with a standard text message.

Additional Benefits for Parents

Groupcall Messenger also allows schools to send out the text and email messages in a number of other languages. It also allows the parents or carer to respond in their own language and the programme enables the response to be translated back to English, when received by the school.

https://xpressions.groupcall.com

Equal Opportunities and Social Inclusion

In line with Glasgow City Councils policies and strategies we ensure that all children and their families in our Centre are included in and have equal opportunities to participate fully. All children and their families, irrespective of gender, race, religion or disability will have full access to experiences, resources and support network

Child Protection

The Centre has a duty to protect all children in their care. Staff with concerns about the welfare of a child will report this *Maria Di Paloantonio, Lynda McBride* or *Sharon king* immediately. After assessing the information, they have a duty to report the concerns to the Social Work Department if necessary.

Child Welfare and Safety

All educational establishments and services must take positive steps to help children protect themselves by ensuring that a program 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.

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

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 a program 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 or the person deputising for the head of establishment. She/he after judging that there may be grounds for concern regarding the welfare or safety of any child must then immediately advise the duty Senior Social Worker at the local Social Work Services area office of the circumstances.

Confidentiality

All information regarding your child is treated as confidential and may only be passed on to professionals who may be called upon to support your child. We would ask you to be mindful of confidentiality when accessing the playrooms.

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; 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 regarding 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 website:

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

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

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools 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 reopening.

We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcement in the press and local radio. It is important that we have emergency contacts regularly updated.

Tackling Racist Incidents within the Educational Service

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 Council to eliminate unlawful racial discrimination. In 1990, the guidelines 'Tackling Racist Incidents within the Education Service' were issued to assist all teaching staff in dealing with such incidents. The adoption of a multicultural and anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education. Glasgow City Council recognizes 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 school.

Bullying

Bullying behaviour will not be tolerated within Glasgow City Council's educational 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 free from all forms of abuse, bullying or discrimination" (A standard for Pastoral Care in Glasgow Establishments).

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
Wheatley House
25 Cochrane Street
Merchant City
GLASGOW
G1 1HL

How to make a Complaint to SCSWIS:
If you want to complain about a care service which is regulated by Social Care and Social Work Improvement Scotland you can:

• telephone any of our offices

• write to any of our offices

• visit any of our offices

• fill in our complaints form online at http://cinsp.in/ComplaintFormOnline

We have 5 Regional Offices - in Aberdeen, Dundee, Edinburgh, Hamilton and Paisley.

HEADQUARTERS:

Social Care and Social Work
Improvement Scotland
Compass House
11 Riverside Drive
Dundee DD1 4NY
Telephone: 01382 207100
Fax: 01382 207289

GLASGOW OFFICE:

Europa Building
Ground Floor
450 Argyle Street
Glasgow G2 8LG
Tel: 0141 242 0391

Toy Fund



Our nursery funds are low, we don't like to pressure parents into donating money especially over the past few challenging years however the TOY FUND adds the little differences, special treats, ice creams at the park, baking and lots of other special extras that enhance their learning experiences. It would be foolish of us to pressure families at this time however we would like to collect a £3.00 donation per week from each family (if you have siblings it's still £3 not £6) If anyone has difficulty or thinks this is too expensive please just donate what you can, if you can.

General Information

Clothing

We advise parents not to expect their child's clothing to remain spotlessly clean in nursery - we do supply overalls for messy activities but we also encourage independence in taking them off and putting work up to dry - so accidents can and do happen. We also advise that children wear clothing that makes it easy for them to be independent in the toilet. Please ensure that shoes are always safe i.e. no flip flops, high heeled shoes, heavy boots. We use the outdoor space regularly, please make sure your child has appropriate clothing and footwear at all times. We have our own waterproofs.

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

- potentially encourage faction (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 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 children's and young peoples' 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 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.

Jewellery

Glasgow City Council Policy on jewellery. If you wish to have your child's ears etc pierced, the beginning of the summer break is the ideal time for pupils to have this done. This will give sufficient time for any piercing wounds to heal which then allows the jewellery to be removed for activities such as physical education or play.

This coincides with the current advice from the Physical Education Code of Practice (2.7 General Precautions) which states the following:

'Personal effects (e.g. jewellery, body piercings, items of religious significance, watches, hair slides and belts constitute a hazard and may cause injury if worn whilst participating in Physical Education and ***must be removed.****'*

Seesaw

We use an app called Seesaw to share children's learning. When your child starts nursery you will be given a QR code to download the app and connect to your child's journal. This is where you will see photographs and videos documenting your child's learning. We also have a community page on seesaw where we share important information to parents and carers.

Toilet Training

We realise that all children are individuals and therefore develop differently and toilet training is no exception. The educators at Cranstonhill nursery school are trained and willing to support you once you have begun toilet training at home. When your child is confident at home, speak to your child's keyworker and they will continue to support you in nursery.

Meals and Snacks

Every day our children will have access to fresh fruit, cereals, water and milk throughout the whole session. A morning/afternoon snack will be added to this during the session. A hot lunch will be provided to every child who is eligible.

Sun Protection Policy

- All children playing outdoors on a warm sunny or overcast day, must have had factor 30 sun cream applied to them.
- 10-15 minutes of unprotected Scottish Sun exposure is safe for all.
- It is the responsibility of parents and carers to ensure that their child has sun cream applied to all exposed areas of their body before going out on a sunny, or overcast day, and it's the responsibility of staff to ensure this has been adhered too.
- For health and safety, and infection control reasons, parent's and carers are asked to apply sun cream to their own child before taking him or her into the outdoor play area.
- Staff wear gloves to apply sun cream at the beginning of the afternoon session to the children who attend nursery on a full-time basis additionally for any children that have not had cream applied.
- Parents and carers are asked to provide a sun hat for their children, children who are reluctant to put on a hat for outdoor play, will work with the child to ensure the child is kept safe at all.
- For health and safety, and infection control, staff will label the bottle with the child's name and date of when the cream was brought in.
- The Summer sun is the most damaging to your skin in the middle of the day, as outdoor play is a vital part of the children's learning and development children will be able to access the outdoor area (shaded) during the times of 12pm-3pm, however this will be time monitored (10-15 minutes max, with frequent breaks indoors) with accessible drinking water at all times.
- Children with Black skin must use sun cream as they can still burn due to lack of exposure to UV rays.
- Sun cream must be replaced every year as when opened it can lose its potency.
- To ensure that all staff are protected from the sun's harmful rays, they should provide their own sun cream, sun hats and sunglasses to ensure full protection during their working day.

Roles and Responsibilities

Management
• To ensure all staff adhere to policy guidelines. • To ensure all parents and carers are aware of this policy and adhere to it. • To ensure that all children have access to the outdoors all round the year and not just the winter months. • To encourage staff training opportunities in relation to this policy.
Child Development Officers
• To ensure that all children are protected from the harmful rays of the sun by adhering to this policy. • To ensure all children access the outdoor area safely all through the year. • To ensure staff are being sensible and protecting themselves from dehydration and sun stroke.

Key Documents

- http://www.boots.com/sun-and-holiday-inspiration/sun-pr5otection-tips.
- https://www.nhs.uk/livewell/travelhealth/pages/sunsafetyQA.aspx
- http://www2.gov.scot/topics/health/healthy-living/food-health/vitaminD
- http://www.nhsinform.scot/campaign/summer-health

Lunch Menu

A 2 course hot lunch is offered to children every day. Our lunch menu operates on a 3 week rota. We post our menus on Seesaw weekly so you can see what options the children have. We offer a vegetarian and halal options. If your child has specific dietary requirements please notify staff.

Medical and Healthcare

Please inform us of any health problems you child may have. Good attendance is an advantage but if your child is really unwell please do not feel that they have to come - even if they want to! The children should not come if they have sickness or diarrhoea (children should be clear of infection for 48 hours before returning to Nursery). Please phone if your child is absent. It is our policy to record absences and reasons for absence. We will contact you if you haven't phoned.

Sometimes children will be well enough to attend but require medication.

The staff are prepared to administer 'prescribed' medicine (nappy cream must have a prescription) with the child's name clearly marked - parents will have to complete a consent form. If your child suffers from asthma and uses inhalers we should have an inhaler for them in nursery.

If your child becomes ill in nursery we will contact you - please keep your emergency contact numbers up to date. We report all accidents to you and ask you to sign an accident form.

Once a year we have a visit from the dentist to do a routine check-up - we will ask for your consent. We also have visits from Dental Health who give all the children toothbrushes and toothpaste and will talk to parents about healthy teeth. We are a Smile Nursery and promote healthy teeth by healthy eating and tooth brushing. Fluoride Varnishing is carried out in our nursery, we will inform parents and carers and ask for permission. Vision Screening takes place annually - we will inform parents and carers and ask for permission.

Parents as Partners

We hope to work closely with you to ensure your child develops their full potential. Your opinions on how we run the nursery are very important and we will often ask you what you think. We have an open-door policy, feel free to come talk to us should you have a questions, queries or concerns. We will often ask for volunteers when we go on visits to Museums, Parks, Cinema etc. We will display all our curriculum plans and explain processes to you at parents meetings, on a daily informal basis and regular formal progress updates

Infection Control

We are always reviewing our policies and procedures we have in place to control the spread of infection.

One of the most important controls is the proper, regular washing of hands. We have shown the children how to do this a few times and we do check how well they are washing their hands.

According to Greater Glasgow Health Board another cause of the spread of 'tummy bug' infections is children and educators returning too quickly after a bout of diarrhoea. The Health Board recommends that pupils and educators should wait 48 hours after diarrhoea has stopped before returning to school.

Our Wider Community

Starting Primary School;

We have close links with the with all the local primary schools. We will complete a Transition Record for every child going to school for parents and school. Visits between schools are a regular occurrence.

Establishment/Community:

We have close links with Primary Schools and other Early Years Establishments and we share resources and curricular outings and activities. Pupils from local Secondary Schools often come for work experience. We involve the local community in our charities and fundraising events. The children have taken part in litter picking and recycling. We have close links with other agencies including Oral Health, Vision Screening, Glasgow Libraries,

Finally, ...

Did you find this handbook useful?

Did we miss something you would like to know about?

Could we make the handbook better?

Please tell us.

Our address is:

Cranstonhill Nursery School
3 Little Street
Glasgow
G3 8DQ
Telephone: 0141-248-4899
Email: headteacher@cranstonhill -nursery.glasgow.sch.uk