

Establishment Handbook

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Establishment name: Scaraway Nursery School

Registration Number: CS2003014930

**Address: 41 Shapinsay St
Milton
Glasgow
G22 7JW**

Telephone number: 0141 772 1604

Head Teacher: Gail Kelly

E-mail address: headteacher@scaraway-nursery.glasgow.sch.uk

Glasgow Family Information Service: www.gfis.org.uk

Learning Community: All Saints Learning Community.

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Dear Parent/Carer,

Welcome to Scaraway Nursery School. I hope that the information in our handbook will explain how our nursery is organised and give details of the education and care we provide.

Our nursery is non-denominational and as such we respect and welcome children and families of all religions, faiths and beliefs.

Our aim is to create a nurturing and supportive environment built on warm, caring relationships and mutual trust and respect, where your child will develop positive attitudes and where we will lay the foundations of essential life skills.

We recognise that you are the first and most important educator of your child and we look forward to building a lasting partnership with you and your family. We put a strong emphasis on the home to nursery transition and on the 'settling in' period when we will begin to build that partnership so that you feel able to play an active role in this very important stage of your child's learning and development. Any information that you would like to share with us about your child's learning will be welcomed and staff will always be available to talk with you or answer any questions you may have. If you wish a more private meeting with staff at any time please contact us in advance and we will arrange this.

We see each child as an individual and aim to give her/him the very best start on her/his journey of lifelong learning. We are committed to providing the best possible learning experiences in line with 'Pre-birth to 3' in the 2-3 Unit and 'Curriculum for Excellence' in the 3-5 Unit thus promoting confidence, self-esteem and a sense of achievement by providing each child with daily opportunities to experience success.

Our nursery sits in the heart of Milton. We continue to develop strong links within and out with the local community. We are part of the All Saints Learning Community and also have close links with local primary schools in the Springburn Learning Community.

In our handbook we have tried to answer the most frequently asked questions, but if you have any queries about its contents, any aspect of nursery education or our policies and procedures please do not hesitate to contact us in person, by telephone or by e-mail.

We look forward to a long, happy and rewarding partnership with you and your child.

Yours sincerely

*Gail Kelly
Head of Establishment.*

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At Scaraway Nursery we aim to offer the highest quality service

Vision Statement;

At Scaraway we seek to encourage and enable all children to take full advantage of the fun learning opportunities and high-quality experiences offered by pre-school education and support the children to strive towards a bright future.

We seek to provide a safe, welcoming and supportive ethos, working in partnership with parents and creating a child-centred approach to the care we provide. Our focus is to build positive relationships with all stakeholders and aim to help children to become successful learners, confident individuals, responsible citizens and effective contributors to society. We will provide our youngest children with a curriculum which is suited to their needs and based on national and local guidelines.

Our Values.

- **Learning Education Achieve Respect Nurture**

Our Aims.

- To be supportive and respectful towards parents/carers as main educators and to work in partnership with all stakeholders, to allow all children to reach their full potential.
- To value and respect the diverse variety of families, homes and cultures represented in our nursery.
- Promoting a safe, welcoming and supportive ethos, that encourages inclusion for all children and breaks down any barriers to learning in a positive manner.
- Our curriculum will be responsive to the needs and abilities of each child and will be provided in a consistent, safe and caring environment in partnership with parents/carers, external agencies and the local community.
- To maintain and improve a high standard of provision through continuous professional development for staff.
- To support our youngest children and provide them with sensitive and respectful approaches to their care and development.
- To provide rich experiences in the range of curricular areas which support the development of the four capacities of a Curriculum for Excellence and Pre-Birth to Three guidance.
- To provide stimulating learning environments both indoors and outdoors and support children's learning and development needs through nurturing and caring interactions.

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- We aim to provide a positive working environment that keeps practitioners motivated and seeks their views to promote inclusion and equality.

Our vision and set of values dovetail with Children's Rights with regards to supporting children, creating a happy, healthy environment for them, seeking children's views, listening to and considering their opinions, and enabling them to effectively contribute to the work and life of the nursery.



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/crc

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.scocp.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.

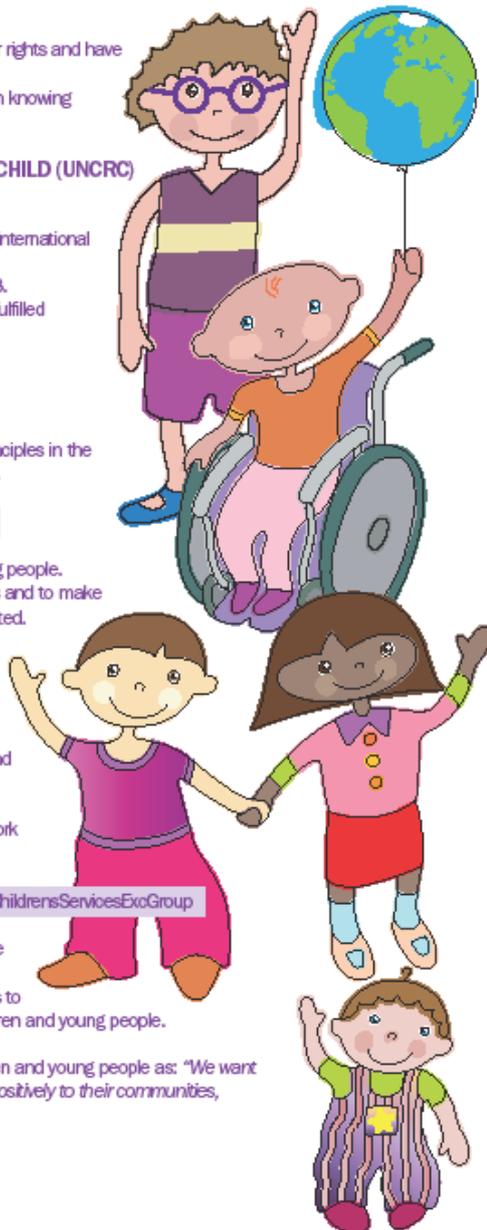
www.glasgow.gov.uk/en/YourCouncil/Council_Committees/Joint_Boards/ChildrensServicesExcoGroup

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

Hours of Opening: The nursery school is open from 8.00am to 6.00pm

Daily Sessions: A.M. Session: 8am – 12.30pm

P.M. Session: 1pm – 5.30pm

Full – time Session: 8am – 5.45pm

(Flexible hours can be offered in certain circumstances)

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School Holidays 2025/26

August

- Tuesday, 12 August 2025 (Return date for Teachers & In-Service Day)
- Wednesday, 13 August 2025 (In-Service Day)
- Thursday, 14 August 2025 (Return date for Pupils)

September

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

October

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

December - Christmas and New Year

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

January

- Schools return on Monday, 5 January 2026

February mid term break

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

April - Spring Holiday (Easter)

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

May

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

June

- Schools Close at 1.00 pm on Thursday, 25 June 2026

August

- Thursday, 13 August 2026 (Proposed date of Teachers return)

OFFICIAL**Names and Job Titles of our Staff Members**

<u>Job Title</u>	<u>Staff</u>	
Head of Establishment	Gail Kelly	BA Childhood Practice
Depute Head	Amanda Campbell	BA Childhood Practice
Lead Practitioner of Attainment	Sandra Galloway	BA Childhood Practice
Acting Team Leader	Pauline McLeod	HNC in Childhood Practice
Child Development Officer	Kirsty Bennett	HNC Child Care & Education
Child Development Officer	Katie Hearton	HNC Child Care & Education
Child Development Officer	Afsaneh Mousavi	HNC Child Care & Education
Child Development Officer	Evelyn Callaghan	HNC Child Care & Education
Child Development Officer	Maureen McArdle	HNC Child Care & Education
Child Development Officer	Jennifer Stuart	HNC Child Care & Education
Child Development Officer	Lindsey Cochrane	HNC Child Care & Education
Child Development Officer	Justine Campbell	HNC Child Care & Education
Child Development Officer	Claire Reidford	NC Child Care & Education
Child Development Officer	Sharon Hogg	NNEB
Child Development Officer	Ciara Macdonald	HNC in Childhood
Child Development Officer	Erin Doolin	SVQ 3 Social Service Children & Young People
Child Development Officer	Kelly White	SVQ 3 Social Service Children & Young People
Child Development Officer	Toni Brannan	HNC in Childhood Practice
Child Development Officer	Caitlin Petrie	HNC Child Care & Education
Support for Learning Worker	Stacy Paul	SVQ2 Childcare & Education
Support for Learning Worker	Elaine Muir	SVQ2 Childcare & Education
Support for Learning Worker	Amina Sarwar	SVQ2 Childcare &

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Education

Other staff within the building

Clerical Assistant	Katherine McCue	Assistant Level 6 Administration
Catering Assistant	Mandy Deary	Certificates in a wide variety of Cooking, Food Handling & Hygiene Skills
Catering Assistant	Kimberely Hobson	Certificates in a wide variety of Cooking, Food Handling & Hygiene Skills
Catering Assistant	Natasha Nixon	Certificates in a wide variety of Cooking, Food Handling & Hygiene Skills
Catering Assistant	Lynn Allen	Certificates in a wide variety of Cooking, Food Handling & Hygiene Skills
Janitor/Cleaner	Catherine Armstrong	Certificates in a wide variety of Facility Management Skills

To help identify individual staff members, there is a display of staff photographs in the front hall.



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Age Range of Children in the Establishment:

The nursery caters for children between the ages of 2 and 5 years.

Non-Denominational Policy

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

Number of Children and Patterns of Attendance

The nursery has a capacity for 64 children aged 3 to 5 and 15 children aged 2 to 3 at any one time. Children are allocated either a morning or an afternoon session over five days, full days can be offered, and flexible places can be given in certain circumstances. Other patterns of attendance may be possible and all 3 & 4 year olds and some 2 year olds are entitled to 1140 hours. You are encouraged to discuss your individual needs with the Head of Establishment when you make an application for a nursery place.

Admissions Policy

All nursery places are allocated in line with Glasgow City Council's admissions policy. We will be happy to advise you on how this policy operates when you apply for a place for your child.

An Admissions Panel meets at regular intervals throughout the year to allocate nursery places.

The panel consists of all the Heads of Early Years Establishments in the area and representatives of other agencies involved in supporting young children and their families e.g. from the Social Work Department, the Health Service.

Register of Applicants

All applications to Glasgow City Council Early Years Establishments are held on a central database.

The information contained in each application will be considered by the Admissions Panel when allocating places. You should inform us of any change in circumstances which may affect your application.

You can apply for a nursery place at any time after your child's birth.

Some 2-year-old children are eligible for a National Funded placement, depending on household incomes. Children become eligible for a National Funded Entitlement place from the term after their third birthday.

If your child is not eligible for a free place, the following will apply: -

Glasgow City Council Early Years Charging Rates 2025/26

The charges for early years provisions will vary according to family circumstances. When you contact us, we will be able to clarify the charging rate applicable to you.

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SESSION 2025/26 HOURLY CHARGING RATES: ELIGIBILITY

Parents/Carers are eligible for the Early Learning and Childcare Services hourly charging rates for session 2025/26 commencing 14 August 2023 as follows:

- **Standard Hourly Rate (children 3-5 years): £5.50**
 - If parent/carer is not eligible for the Discounted Hourly Rate and other Resident Hourly Rates.
 - If parent/carer is a student and the **college/university pay for childcare charges**.
- **Standard Hourly Rate (children 0-3 years): £3.00**
 - If parent/carer is not eligible for the Discounted Hourly Rate and other Resident Hourly Rates.
 - If parent/carer is a student and the **college/university pay for childcare charges**.
- **Discounted Hourly Rate: £4.50 (available for all Glasgow resident children 3-5 years)**
 - If parent/carers joint household annual income (whether Partner, Lone parent or Student receiving SASS award) exceeds £16480.
 - If parent/carer is a working student at college/university, the **college/university do not pay childcare charges** and joint household annual income (whether with partner or lone parent) exceeds £16480.
 - If parents/carers are Foreign Nationals or Foreign Students and have no recourse to public funds.
- **Discounted Hourly Rate: £3.00 (available for all Glasgow resident children 0-3 years)**
 - If parent/carers joint household annual income (whether Partner, Lone parent or Student receiving SASS award) exceeds £16480
 - If parent/carer is a working student at college/university, the **college/university do not pay childcare charges** and joint household annual income (whether with partner or lone parent) exceeds £16480.
 - If parents/carers are Foreign Nationals or Foreign Students and have no recourse to public funds.
- **Resident Reduced Hourly Rate: £1.00**
 - If parent/carers joint household annual income (whether with partner, lone parent or student receiving SASS Award) is less than or equal to £16480.
 - If parent/carer is a student and **college/university do not pay for childcare charges** and joint household income is less than or equal to £16480.
 - If a parent/carer is a kinship Carer by statute/law or Social Work Services have agreed a Kinship Carer agreement

Please note: The Resident Reduced Hourly Rate **does not** include free meals for children. Parents/Carers are required to submit an application for Free School Meals to Glasgow City Council, Grants Section for consideration.

- **Resident Second Child Hourly Rate: £2.20**
 - If a parent/carer has two children in nursery and are incurring charges for eldest child (1st child). Parent/carer will be eligible for second child rate for younger child.

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- **Resident Third Child Hourly Rate: £1.70**

- If a parent/carer has three children in nursery and are incurring charges for the two eldest children. Parent/carer will be eligible for third child rate for youngest child.

- **Meals and Snacks:**

Lunch:	Free
Snack:	Free
Breakfast:	N/A

Enrolment Visit

Following the offer of a nursery place, either by telephone or by letter, you will be invited to an enrolment meeting, when you will be introduced to your child's Key Worker who will take you on a tour of the nursery and ask you to complete the Enrolment forms. Your Key Worker will be the first point of contact for you and your child in these early days. Although all members of staff will be happy to assist you, it is your child's Key Worker who will help create a sense of security for your child and be a close link for you and your family during the 'settling in' period.



It is important to build up your child's confidence in this new environment and you will have a major role to play in this process. Your child's Key Worker will work closely with you. S/he will advise you on how long to stay with your child in the playroom and when you should go to the parents/carers' room or leave the building for a short time. After the initial settling in period is over, you are welcome to spend time in the playroom alongside your child. Please feel free to play with your child in any of the activity areas, by doing so you make him/her feel that you enjoy being in the nursery too.

In the early stages we aim:

1. To develop a sense of safety and security so that your child is happy in nursery.
2. To ensure that your child is aware of the play opportunities that are available.
3. To help your child become familiar with the basic routines of the playroom.
4. To assist your child to develop the qualities of socialising, sharing and giving consideration to others.

Attendance

It is important that your child attends nursery on a regular basis in order to make progress in his/her learning, but if your child is unable to attend for any reason please phone us on the day concerned. It is part of our Child Welfare and Safety Policy to monitor children's attendance. If we do not hear from you we will contact you by phone or text to ensure that you and your child are safe. Please remember to inform us of any changes to your contact telephone numbers.

If you no longer require your nursery place, please inform the Head of Establishment or the Team Leader.

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Arrival and Collection of Children

Your child must be brought to and collected from nursery by a responsible adult over the age of 16 who must sign your child in/out of the building. You must inform staff if another adult will be collecting your child. Although we try to be as flexible as possible, it is important that your child is brought/collected at the correct time. Please try and allow a little time at the end of each session to talk with staff and enable your child to collect his/her models and paintings. If there is a family emergency or if you are delayed for any reason and will be late collecting your child, please phone us and let us know what has happened. We will try to assist you whenever possible.

Vehicle Access



The main driveway has separate access for pedestrians and vehicles. Please ensure that your child stays within the pedestrian section when accessing the nursery from Shapinsay Street.

As many parents cross the car park with their children when arriving and leaving the nursery, in order to ensure their safety, **parents are prohibited from using the car park at any time.** Any family members with restricted mobility should discuss their access requirements with the Head of Establishment.

Photographs, videos and Social Media

You will be asked to give nursery staff permission to take photographs and videos of your child and permission for your child to be on our Social Media page. These will be used within the nursery for such things as identification, displays, records, profiles, staff information, presentations, slide and video shows and will be on view to all users and visitors to the nursery.



If we wish to use images of your child for any purpose out with the nursery or if we receive a request to use your child's photograph from an outside source such as a visiting specialist, you will be asked to give your permission separately and on each occasion.

Accommodation for Parents



Parents are most welcome to use the parents' room as a drop-in facility. Tea and coffee making facilities are available. In the interests of safety, parents are asked not to have hot drinks if children are present in the room.

We welcome suggestions on talks and activities you would like. Information on activities and workshops already planned is available on the notice board and diary in the front hall and in the nursery newsletter. We also have Kirsteen Johnston, Support link worker from Stepping Stones for Families accessible to parents for support. Kirsteen can support individual families with a variety of issues and she organises family learning activities.

Smoking Policy

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Smoking and the dropping of cigarette litter are not permitted in the nursery building or anywhere on the nursery grounds.

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Suitable Clothing

Children have great fun when involved in messy activities. We will always try to make sure they wear aprons but accidents can happen, so old clothes are best. If you are going somewhere special after nursery, we have a room where you can change your child.



As you would expect, the children are extremely active in nursery. **Loose laces can lead to serious accidents and jewellery can cause major injuries.**

Please provide your child with a pair of sandals or shoes with Velcro fastenings to wear while s/he is in nursery. **It is also essential that you remove all jewellery before leaving your child with us.** As a significant part of the Curriculum is delivered outdoors we go outside in all weathers so please make



sure your child is dressed appropriately – warm jacket/coat and a hat, scarf and gloves when cold or a sun hat and long-sleeved t-shirt when the weather is warm. It would also be helpful if you could leave a change of clothes in case of 'accidents.' In wet weather your child will be provided with a waterproof suit and a pair of Wellington boots, but if you are able to leave a pair of your child's own Wellington boots in nursery this would be greatly appreciated. It is important that **all clothes and shoes are clearly labelled** as a number of children can have the same or similar items of clothing.

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

- potentially, encourage division (such as football colours, football strips and clothing with team badges)
- could cause offence (such as anti-religious symbolism or political slogans)
- 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 peoples' clothing. You are asked to assist in this area by ensuring that unnecessarily expensive items of clothing are not brought to nursery. You 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.

School Wear

Polo shirts and sweatshirts with the nursery logo are available for parents to order from www.myclothing.com. Information leaflets are given out at time of enrolment and are also available in the office.



Personal Items

Please do not allow your child to bring toys or other important or valuable items to nursery as their loss can be very distressing and Glasgow City Council does not carry insurance to cover their loss.

Excursions and Consent Forms

As part of the enrolment process you will be asked to give permission for staff to take your child out for walks in the local area. When other types of outings or excursions are planned, a member of staff will advise you in advance. You will be asked to complete a consent form, on which you give permission for your child's participation. **Please note that a child cannot take part in an outing unless a consent form has been completed by his/her parent/carer.** There is a privacy statement attached which outlines the use of your personal data.

Transport

Transport is not normally provided for children attending Early Years Establishments. Glasgow City Council may, however, provide transport to and from nursery for children with additional support needs who may require travelling some distance to take up their nursery place.

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, 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 centres, announcements in local places of worship and announcements in the press, the Glasgow City Council website, Glasgow City Council Twitter and on local radio.



Emergency Contacts

All parents/carers are asked to provide the names, addresses and telephone numbers of two people who can be contacted in the case of an emergency. It is **essential** that you keep us informed of **any changes** to this information.



Emergency Evacuations

Evacuation procedures are posted at various locations throughout the building, please read them carefully. Your own safety and that of others may depend upon it. A plan of the nursery showing the location of alarm points, fire extinguishers and first aid boxes is posted in the front hall. The front hall and the corridors are our main evacuation routes, for safety reasons these areas must be kept clear at all times. Unfortunately, we do not have a designated storage area for buggies and prams. After an emergency evacuation, if it is unsafe to return to the building, the children will be escorted to Milton Community Nursery. Once their safety has been assured every effort will then be made to contact you and advise you of the situation.

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Security

Help us to keep your child safe.

We operate a secured entry system within the nursery. The front door will be kept locked at all times while the nursery is in session. Please ensure that you close the door securely behind you as you enter and leave the building. A member of staff will endeavour to open the main door and welcome parents at the beginning of both the morning and afternoon sessions. When you arrive to collect your child, you should press the buzzer and identify yourself. **You are asked not to admit anyone to the nursery, even if that person is known to you.**



Toy Fund

We hope that you will be able to make a small weekly donation to the nursery which is collected by our Clerical worker Kathy in the front hall. This donation is used to pay for birthday sponges, local trips, baking and tasting ingredients and items for festival celebrations. All contributions are very much appreciated.

Birthday Parties



To celebrate your child's birthday, the nursery will supply a sponge cake for your child to share with his/her friends at snack time. As children in the nursery can have a variety of food allergies, you are asked not to provide food or drinks for your child's birthday.

Students

Each year we provide a number of work experience placements for pupils from local Secondary Schools. We are also involved in the training of teachers, child development officers and students from partner agencies.

Health Care and Medication

When completing the admissions form, it is very important that you provide full details of your child's medical history, including any allergies. This will assist staff should an emergency arise.

If your child requires medication during his/her time at nursery you should discuss his/her individual needs with the Head of the Establishment. Prescribed drugs will be given at the discretion of the Head of the Establishment. You will need to fill in a form, which authorises nursery staff to administer these drugs to your child. Please note nursery staff **will not administer paracetamol or eye drops** in any form to your child. As part of a dental care project to promote good oral hygiene, you will be asked to give permission for your child to brush his/her teeth in nursery.

Sun Screen

You will be asked to apply sun screen to your child when you bring your child to nursery and to initial the 'sign-in' sheet to confirm that you have done so. You will also be asked to give permission for the staff to apply sun screen to your child's skin while s/he is in our care. This can be necessary for example if we take your child on a nursery trip.

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If Your Child Becomes Ill

If your child becomes ill while at nursery a member of staff will contact you or your representative to come and collect your child. To prevent the spread of infection, children with sickness and/or diarrhoea should not return to nursery until they have been free from any symptoms for 48 hours. Information on common infectious diseases and advice on exclusion periods for specific illnesses is available on request.

Minor Accidents and Upsets

The care and welfare of your child is of paramount importance to staff. However, accidents and upsets can occur. You will not normally be contacted about minor incidents prior to collecting your child. We will however record this in the daily incident book, talk to you about it when you arrive and ask you to sign the report to confirm that you have been informed.

If the incident is of a more serious nature, a First Aider will attend to your child or accompany him/her to the nearest hospital; you will be contacted immediately and asked to meet them there.

Medical Partnerships

During the course of the school year your child may take part in a vision screening programme, an oral health specialist may check your child's teeth and/or apply fluoride varnish. You will be notified prior to any visit taking place and you will be informed of any treatment required. At present there are no scheduled visits planned by the school doctor. Parents wishing medical advice should contact their family doctor or health visitor.

Allergies and Medical Conditions

As children can have a variety of serious, life threatening allergies and medical conditions, it is important that you **do not bring pets or leave food, sweets or drinks in the cloakrooms**. Your child's 'treat' could put another child at serious risk.

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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. As with other areas of the curriculum, you will be kept informed of the health and personal safety programme 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 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 or parents/carers have concerns regarding the welfare or safety of any child they must report these concerns to the Child Protection Co-ordinators who are Gail Kelly Head of Establishment or the person deputising for the Head of Establishment who is Amanda O'Rourke. 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 Social Work Receiving Services of the circumstances.

Mobile Phones

Due to the ever expanding capability and use of mobile technology and the difficulty of controlling the publication of digital images, as part of our Child Protection Procedures, staff and parents are prohibited from using mobile phones in nursery. Parents will be advised of arrangements for photographs prior to special nursery events such as the Christmas Party.

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The Nursery Curriculum

The Curriculum in the 2-3 Unit

Glasgow City Council is committed to ensuring that all services involved in supporting its youngest citizens and their families work together to give all children the best possible start in life.

The curriculum for our youngest children is guided by **Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families** (Scottish Government, 2010) and **Building the Ambition**

There are four key principles for working with this age group, which are: -

- The rights of the child
- Respect
- Responsive Care
- Relationships

Children at this stage are gaining in confidence and becoming more independent. Staff will work closely with you to support your child as s/he begins to toilet train and to develop hygiene skills, begins to play with others, learning about sharing and taking turns. Information on the learning opportunities and experiences planned by the staff are displayed in the playroom. Staff plan appropriate learning opportunities under five curricular areas: -

In **Literacy** children are developing their communication skills in a variety of ways. They are learning to express their needs and wants through facial expressions, body language and increasing vocabulary. They begin to understand and respond to instructions and take part in and enjoy simple conversations. They have opportunities to look at pictures enjoy listening to stories and play with words and rhymes. They have opportunities to 'make marks', experimenting with a variety of drawing and painting materials.



In **Health and Wellbeing - Emotional, Social and Wellbeing** children are supported to feel safe and secure in nursery by bonding with a significant adult. They develop an increasing awareness of extended family members and other important people in their lives. They begin to develop a positive self-image and explore and test boundaries. They begin to develop self-help skills and are increasingly independent in their learning. They begin to form relationships and discover what it means to "play together". They start to make choices in their play and develop an awareness of danger. They are provided with opportunities to take part in a range of cultural celebrations and religious festivals.

In **Health and Wellbeing - Movement and Co-ordination** children are gaining increased control of their bodies and are becoming more aware of what their bodies can do. They are developing the ability to avoid obstacles and to stop. They are provided with experiences which help them to improve their manipulative skills and hand eye co-ordination.



In **Numeracy and Mathematics** children are developing an awareness of number, number sequences and counting through action rhymes and songs, during play and through daily routines. They are beginning to investigate sorting, matching, classifying, size and shape and to understand the language for size and shape. They also begin to explore and recognise patterns in the world around them.

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In **Curiosity** children have opportunities to develop their natural inquisitiveness when exploring the world around them. They are learning about natural and man-made objects, living things and their wider environment. They begin to take part in pretend play and role play; they sing, dance, make music and explore sounds using percussion instruments. They begin to explore ICT and develop their own particular interests and schemas



When it is time for your child to move to the 3-5 Unit, we aim to make this transition as natural a progression as possible. Your child will take part in an induction programme, making several 'visits' to the 3-5 Unit for increasing periods of time. You will be given a transition report and will have an opportunity to discuss this with your key worker. At the same meeting you will be introduced to your new key worker and everyone will have an opportunity to share information about your child's interests, development and learning



Observation and Assessment of Children's Learning

In both Units the observation and assessment of children's learning is part of the daily routine and as such it is an ongoing process. Staff observations of the interactions that take place as each child takes part in the learning opportunities provided, are recorded in the child's personal 'Learning Log'. Consideration of these observations enables each key worker to assess the learning that has taken place and to use this information to plan activities to suit your child's individual needs. Each child's 'Learning Log' also contains photographs and details of your child's 'Learning Journey'.



We would like you to contribute to this information by telling us about things your child has learned and his/her interests and achievements outside nursery. Please feel free to view your child's 'Learning Log' at any time or to take it home so that your child can talk to other family members about what s/he has learned, but please remember **this is an important record of your child's learning during his/her time at nursery**. Your child's 'Learning Log' will be passed from the 2-3 Unit to the 3-5 Unit where s/he will begin the Early Level of Curriculum for Excellence. Two thirds of the Early Level are completed while your child is with us and your child's 'Learning Log' will be used to inform his/her Primary 1 teacher of your child's progress to date. There are also more formal opportunities for you to discuss your child's progress with his/her Key Worker throughout the session.

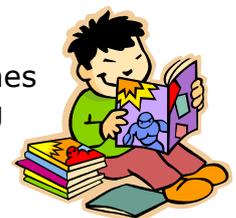
The Curriculum in the 3-5 Unit (Curriculum for Excellence)

Curriculum for Excellence for children aged of 3 – 18 is being delivered in educational establishments across Scotland. The 'Early Level' comprises of two years at nursery and one year at Primary School (P1). When a child comes to nursery aged three s/he will begin to work on the Early Level and will be provided with learning opportunities planned to enable him/her to develop a wide variety of skills in each of the eight curricular areas:



In **Literacy and English**, we will provide opportunities for your child to -

- Express his/her needs, thoughts and preferences
- Listen to language with enjoyment through stories, poetry, and rhymes
- Develop listening skills, including listening for instructions and asking questions
- Enjoy books and use them to find information
- Learn about letters and words, signs and other texts
- Develop early writing skills

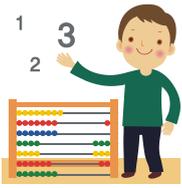


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- Begin to recognise the written word

In **Numeracy and Maths**, we will provide opportunities for your child to -



- Learn about 2D and 3D shapes, colours, patterns, sizes, directions, positions and symmetry
- Learn about quantities, count, recognise and use numbers
- Weigh and measure
- Learn about time and the calendar.
- Gather and display information

In **Health and Wellbeing**, we will provide opportunities for your child to

- Understand and express feelings.
- Build positive relationships and develop friendships
- Make choices and share experiences
- Enjoy physical activities and develop co-ordination, balance and spatial awareness.



- Co-operate with others during physical play
- Learn about cleanliness, hygiene, safety, and healthy eating
- Learn about, handle and taste different foods
- Learn how to keep safe and how to get help or who to talk to if worried
- Name parts of our bodies

- Learn about babies – what we need to do to nurture and care for them.

In **Religious and Moral Education**, we will provide opportunities for your child to

- Develop an awareness of the importance of cultural and religious festivals to others in the community
- Learn to share with, care for and co-operate with others
- Develop an understanding of fairness.



In **Expressive Arts** we will provide opportunities for your child to -



- Perform in front of or watch others
- Express him/herself through pictures, paintings and models
- Use of various media and techniques
- Respond rhythmically and expressively to music
- Explore and make music
- Enjoy singing including action songs and games.



- Be involved in role play and drama.

In **Sciences** we will provide opportunities for your child to -

- Observe and care for living things
- Observe and record changes such as water freezing
- Learn about everyday appliances
- Observe the sky
- Learn about forces, sounds, electricity and different types of materials
- Use his/her senses



In **Technologies** we will provide opportunities for your child to -

- Become familiar with a range of technologies, software and programmable toys
- Recycle resources.
- Become familiar with and use digital cameras.
- Use a range of materials and tools
- Construct models and solve problems



In **Social Studies** we will provide opportunities for your child to -

- Learn about people and objects from the past
- Explore and care for the local environment
- Becoming familiar with a diversity of cultures



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- Observe and record changes in the weather and the seasons
- Becoming familiar with people and services in the local community
- Make choices and show consideration for others

At various times throughout the session the whole nursery will focus on specific themes such as Healthy Eating or Road Safety. In this way as your child plays and grows we aim to ensure that s/he becomes:

- a Confident individual
- a Successful learner
- a Responsible Citizen
- an effective contributor



Information on the focus of learning for each group is available on the 'Learning Walls' opposite the cloakroom. There are also some suggestions on activities you might like to do with your child at home. We welcome your input. Please tell us about the activities your child has particularly enjoyed and any interests s/he would like to take forward. You can speak to your Key Worker or use the 'Learning at Home' sheets to tell us about these and to let us know about the many things your child has learned with you. We also have a 'Learning at Home Programme' which provides a variety of games, books and toys for you to borrow to share with your child at home. As the amount of equipment is limited, these resources are offered to parents on a group rotation.

Learning, Teaching and Resources

Children can experiment with and make discoveries about all kinds of materials and resources such as sand, water, paints, magnets and mirrors. They have opportunities to develop new skills, make friends and share experiences. We have a wide range of books, toys, games, computers/computer software and physical play equipment. Emphasis is placed on 'Health and Well-being' and the development of 'Literacy' and 'Numeracy' skills. We have a nursery garden and an extensive outdoor play area.



Staff members are always on hand to interact with and encourage the children and to ensure that they experience success at their chosen activities. We celebrate achievements by adding children's names to the 'Well Done' wall or by awarding achievement bracelets, stickers, certificates or stamps.

Going to School

Please remember enrolment to primary school start in November.

In June of your child's pre-school year Key Workers will prepare a transition record. This in conjunction with your child's Learning Log will detail your child's interests, achievements and possible areas for development. You will have an opportunity to discuss this information with your Key Worker and to comment on this before it is passed to the receiving primary school.

We have formed very strong links with the primary schools in the Milton area: Miltonbank Primary School, St Monica's Primary School and Chirnsyde Primary School, contact details for each school are posted on the Community notice board in the front hall.



In order to support your child through the transition phase into primary school we plan a comprehensive liaison programme with each school, involving exchange visits for staff, information meetings for parents and shared events for the children.

A transition meeting will be held for each child who requires additional support. This meeting will involve parents/carers, the child's key

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worker, specialists supporting the child, the Head of Establishment and staff from the receiving primary school/specialist unit.

Additional Support Needs/Accessibility Strategy

Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 Act, to ensure that your child achieves his/her potential. Glasgow's Education Services is committed to the inclusion of all children with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing a range of support needs. The authority recognises that there are a wide range of factors, which may act as a barrier to your child's learning. We are committed to working closely with you to ensure that you are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but also could apply to a child who is suffering from bereavement who requires pastoral support, a more able child or those with a particular talent, which needs to be fully developed. The policy requires all establishments to provide an environment where children with additional support needs are actively encouraged to be effective learners and benefit from their school education.

If you wish further information/advice regarding this policy you should contact the Head of Establishment in the first instance. If you are unhappy with the support your child is receiving you must first discuss this with the nursery in order to seek a resolution at that very local level.

Further information is also available on Glasgow City Council website –

<https://www.glasgow.gov.uk/index.aspx?articleid=18944>

Further information and advice is also available from:

- "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

We have 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 needs of children with physical or sensory impairments. All our playrooms are at ground level and we have three access ramps to the building

If you have any concerns regarding your child's development or general progress, the staff will be happy to discuss these with you and make suggestions for resolving any difficulties.

When you are worried about an aspect of your child's development or behaviour the advice of an expert can be both helpful and reassuring. If you think that your child would benefit from additional support we can assist you to access a number of support specialists, in particular the speech and language therapist and the educational psychologist.

If your child does require additional support the nursery staff will monitor his/her progress carefully and in consultation with yourself and the support specialists will devise and follow an educational programme tailored to your child's specific needs. We also ensure that parents and carers who have a disability have equal access to

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information about their child's learning. This may involve, for example, provision of an interpreter for people who have a hearing impairment; establishing a diary or a telephone contact system in order to provide direct feedback to parents and carers on a regular basis; newsletters and other written communications in large print or in audio.

Parents/carers who feel that they would benefit from these or other types of additional support should speak to their Key Worker or the Head of Establishment to make appropriate arrangements.

All staff members are aware of Glasgow City Council's inclusion policy and will address barriers to participation and learning. To this end they have taken part in a variety of in-service training days including; Promoting Positive Behaviour, Attachment, Autism, Respect Me and Bereavement.

Promoting Positive Behaviour

This policy has a number of key elements which include:

- Promoting confidence and self-esteem through opportunities to experience success
- The appropriate use of praise and rewards such as stickers and arm bands
- The development of social skills
- Playroom organisation and the deployment of resources
- The use of 'Triple P' strategies by staff
- The promotion of the 'Cool Rules' which children are asked to follow in order to ensure the safety and wellbeing of all children. These are:
 1. We use quiet voices in the nursery.
 2. We walk in the nursery.
 3. We play nicely with our friends.
 4. We choose, play and put away.
 5. We ask before we leave the playroom.



Please take time to talk to your child about these rules and help him/her to understand the reasons for them. Your support is very much appreciated.

If you would like to know more about the 'Triple P' programme, information on this is available in the front hall or from your Key Worker. We have a member of staff who will be able to talk to you about the programme and give you some 'tips' on how you could take this forward at home.

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Inclusion and Equality

Equality Act 2010 Statement

The Equality Act 2010 protects certain characteristics. In the delivery of education, the characteristics that are protected are disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy and maternity. When making decisions in relation to admissions, exclusions, the provision of education, benefits, facilities and services and any other relevant decisions the nursery has a duty to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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 staff in dealing with such incidents. All incidents of racial harassment will be dealt with in accordance with these guidelines and recorded using the appropriate Racial Harassment Recording Procedures.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education in Glasgow. Every child in Glasgow has the right to be happy and secure at nursery and school. Glasgow City Council recognises that support from the home is essential if these aims are to be achieved.

Our establishment policy reflects Glasgow City Council's policies and guidelines. We will take positive action to identify and support children, parents and staff who may be disadvantaged by colour, race, nationality, religion, linguistic or literacy difficulties, disability including sensory impairment, lack of mobility, illness including mental health problems, gender, age and size and our provision will take account of and address their individual needs. We believe that everyone has the right to work and learn in an environment where they feel secure and free from discrimination. These principles are reflected in the criteria used to admit children to the nursery and in the curriculum, we provide.

Our staff team is committed to upholding the key principles of this policy and will actively counter any incidents of prejudice or injustice. It is expected that all users of our establishment will fully support us in this approach.

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OFFICIAL **Partnership with Parents**

Your child will arrive at nursery with experience, knowledge and a variety of skills developed at home. We wish you to continue to play a major part in your child's education while s/he is at nursery. When we work together to support children's learning, it can have significant positive effects on the way in which children value themselves and on their approach to learning.

The starting point for this partnership is the enrolment visit when you will be introduced to your child's Key Worker. You will have an opportunity to ask questions and discuss your child's care routines with the appropriate member of staff. Hopefully this two-way communication will continue to develop into a successful partnership between yourself and the staff team.



The regular informal contacts you make with staff when your child is brought to the nursery and collected will be useful for exchanging information and will enable staff to keep you informed about your child's activities in the playroom. The staff is happy to discuss anything that is affecting your child or any particular difficulties s/he may be experiencing either at home or in nursery.

We actively encourage parents to spend time in the playrooms and to help with specific activities such as outings.

Parents Association

Our Parents Association re-forms annually. A list of office bearers, the constitution, minutes of the last meeting and details of planned events are posted on the Parents' Association notice board. The Parents Association organises fund-raising activities to finance special events such as the Christmas party and the summer trip. They are always keen to attract new members.

Parents Workshops

We have a number of groups and information workshops which you are welcome to join such as cooking and internet safety. If you would like more information, please speak to a member of staff.



Communication

We use a variety of methods to keep you informed about nursery and community events, trips and activities, these include:

- notice boards in the corridors
- the monthly diary in the front hall
- newsletters
- text messages

Our Journey to Excellence

We aim to provide high quality education and care and ensure that we meet the needs of all members of our school community. To this end we submit a 'Standards and Quality Report' each year to Glasgow City Council, detailing the nursery's achievements during the past year and identifying areas for development which also help to inform the next 'School Improvement Plan'. Both these documents are available for you to read in the front hall

We value your opinions and suggestions on how to improve all aspects of our work. Parents are actively encouraged to:

- Discuss their ideas with a member of staff
- Place comments in the Parents suggestion box
- Join one of our discussion groups

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Quality Assurance.

The nursery is inspected on a regular basis to ensure high quality service and provision for your child and your family.

Three main bodies undertake independent inspections at varying intervals. These are:

- HMIe (Her Majesty's Inspectorate of Education)
- SCSWIS (Social Care and Social Work Scotland) The Care Inspectorate
- Glasgow City Council Quality Assurance Team

Copies of our most recent inspection reports are available in the front hall.

School Improvement

Our standards and quality report details our main achievement and successes, every parent receives a copy at the end of the school year and there are copies available for other interested parties. Our self-evaluation system provides information for our improvement plan. Children, parents, staff and partners all contribute to this process.

Policies and Procedures

Copies of all nursery policies are stored in Heads office and copies are available on request either digitally or paper copies. These include:

- Promoting Positive Behaviour
- Teaching and Learning
- Meeting Children's Needs
- Partnership with Parents

School and Community



We have developed effective links with the nurseries and schools of the All Saints Learning Community of which we are a part and with the Springburn Learning Community, our nearest neighbours. We work with Colleges, outside agencies such as Social Work, Psychological Services, Health, Speech and Language Therapy, Early Years Assessment Centres, Community Education, local Churches and the Library. We have also developed our partnerships with the third sector.

'Action for Children' work with families in the local community, we have a Family Worker from 'Stepping Stones' who provides a variety of workshops and courses for parents and the nursery provides a 'Stay and Play' group when parents and children of all age groups can stay, play and have fun together. In this way we hope to ensure the best possible outcomes for our children and families.

It is important that the children have access to and feel confident in the local community. Visits to locations in the local area are organised and members of the community, such as the lollipop person, may be invited into the nursery to talk to the children.

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Other Information

Privacy Statement and Data Protection

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 (2018). This means, amongst other things that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people, or where otherwise required by law. We may also use 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

<https://www.glasgow.gov.uk/index.aspx?articleid=22066>

The Freedom of Information

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 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:

<https://www.glasgow.gov.uk/index.aspx?articleid=17479>

Internet facilities are provided at Public Libraries and Real Learning Centres.

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Comments, Compliments and Complaints

If you have a comment or suggestion you should speak to your Key Worker in the first instance or place a suggestion slip in the Suggestion Box in the front hall.

If you have an enquiry about our policies or procedures or if you are unhappy with any aspects of our service please speak to the Team Leader or Head of Establishment.

If the matter is not resolved to your satisfaction, you should contact the Customer Care Team at Glasgow City Council.

The Customer Care Team can be contacted by phone: 0141 287 0900 or in writing to:

Education Services Customer Liaison (CLU)

Glasgow City Council

City Chambers

Glasgow

G2 1DU

0141 287 2000

Or online at: <https://www.glasgow.gov.uk/index.aspx?articleid=16133>

A complaints leaflet is also available in other formats (such as large print, audio and Braille).

When your complaint has been fully investigated and you are still dissatisfied with the outcome or the way your complaint was handled, you can ask the Scottish Public Services Ombudsman (SPSO) to review it. You will be told how to do this when you are informed of the final decision.

You are free to contact: **SCISWIS - Care Inspectorate** at any stage in this process.

Contact details as follows:

Care Inspector
Renfrewshire House
Cotton Street
Paisley
PA1 1BF
Telephone: 0345 600 9527

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Addresses and Contacts

Douglas Hutchison - Director of Education

Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow
G1 1JL

North East Area Manager

Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow
G1 1JL

Glasgow Life: Letting Section, phone 0141 302 2814/2815

Early Childhood and Extended Services

Education Services
City Chambers East
40 John Street
Glasgow
G1 1JL
0141 287 4702

Social Work Services

30 Mansion Street
Glasgow
G22 5SZ
Tel: 0141 276 6210

Information Websites

The following website will provide you with some background information to our work:

Education Scotland: <http://www.education.gov.scot/>
Care Inspectorate: <http://www.careinspectorate.com/>
Scottish Government: <http://gov.scot/>
Glasgow City Council: <http://www.glasgow.gov.uk/>

Please Note

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

- before the commencement or during the course of the establishment year in question;
- in relation to subsequent establishment years.