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Caldercuilt Nursery Class

HANDBOOK

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Welcome to Caldercuilt Primary School

I would like to welcome you and your child to Caldercuilt Primary School and Nursery Class. This handbook contains a range of information that you might find helpful. Please do not hesitate to contact the school or check the school website if you need more information.

I hope that this handbook gives you a glimpse of life at Caldercuilt Primary School. We look forward to having you and your child work with us and hope that this will be the start of a strong partnership.

Gail Palmarini
Headteacher



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SECTION ONE**

Establishment Vision, values and aims

At Caldercuilt Primary School and Nursery Class we will provide a welcoming and friendly environment, which celebrates the diversity of our community.

We have a nurturing environment where everyone feels safe, happy and valued and all children are supported to reach their full potential. This is achieved through working together with children, their families and the community, based on a shared sense of direction.

All children and young people will experience a safe, nurturing and stimulating learning environment. Through a supportive ethos built on partnership and strong relationships, they will be encouraged to have high expectations of themselves and others, to reach their full potential and make a positive contribution to their community.

Working closely with parents and carers we will provide support where needed and challenge so that all our children can reach their potential. We will foster an ethos of responsibility in our children in that they have respect for each other, respect for the environment and respect for the community. Each child will be seen as an individual and we will work with them as they develop and learn.

At Caldercuilt Nursery Class we will provide an environment where children's rights are protected as defined in the UNCRC, United Nations convention on the rights of the child. We will provide nurture, support and challenge to ensure that all children achieve their full potential and become confident individuals, successful learners, effective contributors and responsible citizens. To achieve this, we will work with all service users, parents, staff, children and partner agencies with an ethos of self-evaluation and reflection on our practice. To do this we will consider local and national guidelines as well as establishment needs. Equality and fairness will be embedded in all aspects of the establishment to achieve this we will be working with all service users.

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

Non-Denominational Policy of the Nursery

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

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Our Equal Opportunities Policy

All pre-five services should reflect the Council's Equal Opportunities Policy and be anti-racist, anti-sexist, multi-cultural, and recognise the rights of all that work and care for children. Provision should take account of the requirements of all children regardless of any support required. These principles are reflected in the criteria used to admit children to nursery and in the curriculum of all the establishments.

Values:

- Respect
- Responsibility
- Honesty
- Co-operation

Our Aspirations:

- Aim high and never give up.
- Respect everyone's rights, belongings and school property.
- Use kind hands, words and feet.
- Listen, show good manners and be considerate to others.

Aims:

- To provide a happy, healthy, secure and inclusive environment for all our children.
- To develop co-operative, independent learners who are able to achieve their potential socially and academically in preparation for the world of work.
- To create an ethos for our class which values respect, honesty, responsibility and co-operation, promotes the rights and responsibilities of all and seeks to remove discrimination of any kind.
- To create opportunities for the school, its parents and the community to work together in enterprising ways to develop our children's skills, experiences and achievements and to continue to develop community partnerships.

Contact Details:

Caldercuil Primary School & Nursery Class
101 Invershiel Road
Summerston
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Updated Oct

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Nursery Staff 2021/2022

Below is a list of our staff. On the next page you will find specific details of our regular opening hours, holidays, staff training

Staff	Job Title
Mrs G Palmarini	Headteacher of Primary School / Nursery Class
Mrs V McDonald	Child Development Team Leader
Miss L Collins	Child Development Officer
Mrs J McDonald	Child Development Officer
Mrs M Wardrope	Child Development Officer
Miss S Wilson	Child Development Officer
Miss D Campbell	Clerical Assistant

JANITOR
Mr H. Monaghan

CLEANER
Ms. A Stewart

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SECTION TWO**

General Information

Suitable Clothing

Children have the best fun when they are playing creatively, which can involve messy work. We will always try to make sure they wear overalls but accidents do happen, so please dress your child in comfortable play clothes (which are easily managed at the toilet). Parents should provide a pair of slip-on gym shoes, for their children to wear whilst in the playrooms and gym hall, wellie boots for outdoor play and a spare change of clothing.

Each child will be allocated a shoe box and coat peg. It is strongly recommended that all shoes, coats and other personal belongings are clearly labelled with your child's name as we cannot be held responsible for any lost items. We also recommend that you do not leave valuables in the cloakroom.

We are very lucky to have a lovely outdoor area which the children access freely every day. We are happy to provide a 2-piece waterproof suit for each child to use during their time at nursery. The children do spend a lot of time outdoors, can we ask that parents dress their child in the wetsuits to nursery everyday over their own outdoor clothing. This will support staff in giving the children valuable time to play and learn.

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

- Encourage rivalry (such as football colours)
- Cause offence (such as anti-religious symbolism or political slogans)
- Cause health and safety difficulties, such as loose-fitting clothing, jewellery (no earrings)
- Jewellery should not be worn in nursery at any time.

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

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claims submitted are likely to be met only where the authority can be shown to have been negligent.

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Admissions Policy

Glasgow City Council operates a computerised applications system known as NAMS (Nursery Admissions Management System). The nursery retains the hard copy of all applications submitted and parents can ask the status of their application at any time.

The information contained in the application form will be considered by the Admissions Panel to assist in the allocation of places. If personal circumstances change, this may affect the application, therefore the Head of the Establishment must be informed immediately.

Names are accepted on to the Register of Applications from 2 years onwards.

All nursery places are allocated in line with the Council's Admission Policy and the Scottish Executive Guidelines. The Nursery staff will be happy to advise you how this policy operates when you apply for a place for your child.

An Admissions Panel will meet at regular intervals throughout the year to decide how nursery places will be allocated. The panel will consist of all Heads of Pre-Five Establishments in the area, a representative from the Department of Education offices, and representatives of the other agencies involved in supporting children and their families, e.g. Social Work Department, Health Board.

Enrolment Procedures

You will be notified as soon as a place becomes available for your child.

You will be invited to visit the nursery with your child to complete enrolment forms, meet the staff and see round the nursery. We can then agree a starting date and settling-in arrangements.

The nursery can accommodate 30 children (aged 3-5 years) at any one time.

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Hours of Opening:

Nursery Class is open Monday to Friday - 08.30 am to 4.30 pm
Children who attend nursery on a part time basis will be allocated either 5 am sessions or 5 pm sessions. We offer families 600hours per year of nursery service.

Attendance

Regular attendance is expected and encouraged, so that your child will gain maximum benefit from their nursery experience. Parents are asked to contact the nursery on the first day of their child's absence.

Further to this, should your child become ill during their nursery session we will contact you with regards to collecting your child.

Arrival and Collection of Children

It is required that only a responsible adult will bring your child to and from the nursery, (i.e. a familiar person 16 years or over).

Please let staff know if someone different or unknown to us will be collecting your child, for additional security staff will also ask for the child's password as previously set at enrolment.

Insurance

Parents should ensure that valuable items are not left at nursery, particularly as the Authority has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the Authority can be shown to have been negligent.

Excursions

- Local outings e.g. to park will happen spontaneously throughout your child's time at nursery, paperwork for this is completed at enrolment and updated annually.
- Excursions out with our local area will require a further consent form, staff will provide this and additional information regarding the excursion.
- All consents must be completed and returned to the Nursery office prior to the day of the outing, failure to do so will result in your child being unable to attend the excursion.

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Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Establishments may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we will strive to do all we can to let you know about the details of closure or re-opening. All information will be communicated using Groupcall, Xpressions, X (previously Twitter) and letter.

Emergency Contacts

All parents are required to provide details of 2 emergency contacts in the event that the nursery is unable to contact parents directly in an emergency situation. Please ensure these details are kept up to date.

Meals and Snacks

Children are offered a healthy snack, typically a piece of fresh fruit or a nutritious sandwich. To drink milk or water is provided. As we are a health promoting nursery we ask that you do not send children with any food items to keep in line with this and also to support Cultural and Medical restrictions. Healthy recipes are promoted by staff during all experiences with children. Please inform a member of staff of any food allergies or any special dietary requirements if not already disclosed at enrolment or if any changes occur.

No Smoking Policy

In line with Glasgow City Council policy smoking is not permitted within the grounds of the establishment.

Parking

Parents must not park or stop to drop off and pick up outside the nursery or in the school grounds.

Toy Fund

The nursery asks parents for a small voluntary contribution of £2.00 per week to help cover the cost of parties, Christmas gifts, outings and special events.

Children are eligible for a funded place (16 hours per week) from the Monday following their 3rd birthday.

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SECTION THREE
Medical Information

Medication

If your child requires medication during his/her time at nursery you should discuss this with the Head Teacher or Team Leader. Prescribed medication will only be given at the discretion of the Team Leader after appropriate paperwork has been completed. All medication should be given to nursery unopened, labelled directly from the Doctor and remain in the nursery.

If your child suffers from any known medical condition requiring specific treatment of medication please inform the Head Teacher or Team Leader at enrolment process or as soon as possible if a change occurs throughout the nursery year.

When your child starts nursery, their Key Worker will start a Care Plan, this will be kept as part of their individual profile and updated regularly. Please keep staff updated of any hospital appointments or health issues.

Minor Accidents and Upsets

Minor bumps and accidents will receive first aid treatment immediately by a member of staff. If your child suffers a more serious accident that requires medical treatment, children will be accompanied to Hospital by staff, while every effort is made to contact parents/family. The accident book will be completed by a member of staff and parent(s) will be asked to sign on arrival, this will then be kept on file.

Visits to the Establishment by Medical Staff

- Oral Health Team visit regularly to monitor, train and advise staff.
- Speech and Language Therapist may visit children in nursery on occasion to support the child and advise staff on strategies to support.
- Pre-school children will be offered vision screening by an Orthoptist from Greater Glasgow and Clyde Screening Department.

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The Nursery Curriculum

In line with all other educational establishments throughout Scotland, Early Years centres are implementing Curriculum for Excellence. This has been designed to help children build the skills, knowledge and attitudes which will help them in a fast-changing world. Some of these are listed below:

Purpose of the Curriculum 3-18years - to enable all young people to become:

<p>Successful Learners with:</p> <ul style="list-style-type: none"> • Enthusiasm and motivation for learning • Determination to reach high standards of achievement • Openness to new thinking and ideas and able to: • Use literacy; communication and numeracy skills • Think creatively and independently • Learn independently and as part of a group • Make reasoned evaluations • Link and apply different kinds of learning in new situations 	<p>Confident Individuals with:</p> <ul style="list-style-type: none"> • Self-respect • A sense of physical, mental and emotional well-being • Secure values and beliefs Ambition and able to: • relate to others and manage themselves • pursue a healthy and active lifestyle • be self-aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and make informed decisions • achieve success in different areas of activity
<p>Responsible Citizens with:</p> <ul style="list-style-type: none"> • respect for others Commitment to participate responsibly in political, economic, social and cultural life and able to: • develop knowledge and understanding of the world 	<p>Effective Contributors with:</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience Self-reliance and able to: • communicate in different ways and in different settings

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<ul style="list-style-type: none">and Scotland's place in it• understand different beliefs and cultures• make informed choices and decisions• evaluate environmental, scientific and technological issues• develop informed, ethical views of complex issues	<ul style="list-style-type: none">• work in partnership and in teams• take the initiative and lead• apply critical thinking in new contexts• create and develop• solve problems
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How we Promote Learning

We promote learning by:

- Getting to know the children as individuals; observing their needs and interests.
- Planning and organising a well-balanced routine to meet the needs of all children
- Careful assessment and recording of the children's progress
- Regular monitoring and adjusting of our provision to aid children's learning through play pedagogy
- Engaging with parents and families on a daily basis

When your child starts nursery, you will be asked to help them complete a Home to Nursery Transition booklet with your child's Key Worker this will be the starting point for your child's learning journey in the nursery. We will also observe the children as they settle, in order to find out more about them. We will plan stimulating and varied experiences to build on the learning that you have started at home and help children develop the skills and attitudes that they will need in life.

Children learn through play and all the experiences in the playrooms are planned to help them develop a variety of skills within relevant, real-life contexts. We consider the children's needs and interests to plan a balanced programme of challenging and enjoyable learning experiences- both through free flow play situations and planned learning experiences with the practitioners.

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Our Vision, Values and Aims

We have high but achievable expectations for the children in our care. Our vision, values and aims reflect children's rights to feel included and cared for; to learn and grow safely; to be respected; treated fairly and to fulfil their potential. The vision, values and aims were developed through consultation with the children, parents and staff.

OBSERVATION AND ASSESSMENT

A digital learning journal (SEESAW-APP) is updated by the key worker on a day to day basis to allow parents/carers to see what the children have been learning that day. This journal includes photographs/videos of your child participating in various learning experiences across the curriculum together with comments from both staff explaining the task and the skills being enhanced and your child with a personal thought or message. Journals can be printed off at any time through the app and you will receive a hard copy when your child leaves.

As well as this staff will keep observations and trackers to monitor development to keep your child's learning on track. This allows us to recognise gaps in learning and find strategies to support your child where they need it most. Parents are welcome to ask to see their child's assessment records at any time although there will be planned meeting for more in-depth discussions with your child's key worker throughout the year.

Staff also record all children's learning in big books, these are used regularly throughout the term, sharing what the children have been learning within different curricular areas across the playroom and outdoors. The children take ownership of these and like to help staff put the photos in the book, this gives the children a chance to reflect on their learning, develop confidence and self-esteem and allows them to be heard and log their own thoughts-giving them a voice.

When your child is transitioning to Primary 1 you will be given your child's journal to keep and a Transition Record (a copy of which is sent to their receiving Primary School).

We will organise parents' meetings when you can exchange information with staff about your child's development. Parents are also welcome to discuss their child's progress on an informal basis with staff throughout

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the year, or to request a meeting with the Key Worker, Team Leader and/or Head Teacher.

Parents' interest in the general life of the nursery class is most welcome. Apart from a range of activities for parents, they are always made welcome in the classes. Questions, interest and involvement are always welcomed and encouraged by staff.

Supporting Children with challenges

It may occur that an individual child has challenges in areas such as learning, speech, behaviour and integration. We aim to provide an environment which is nurturing, supportive and stimulating. All children will have access to the same areas and opportunities, with additional support from key adults and strategies to support their individual needs.

Parents should be aware that all pre-school children are considered mainstream, parents should always enrol their child regardless of any concerns they may have. Many children may require additional support at some stage during their education. Staff are appropriately trained and experienced to support all children, parents and families. Further supports for consideration for a deferred year at nursery or alternative pathway will be managed throughout the year with the child's key worker, senior management and other professionals/services who may be involved in supporting the child's needs. Additional paperwork will need to be in place for this after consultation with the parents, the Head teacher, SIIM and the JST.

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 needs of children with physical or sensory impairments, including the relocation of playrooms to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter; agreeing a digital platform or phone contact system to provide direct feedback to parents and carers.

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Working Together to Support Learning

It is important that positive relationships of mutual trust and understanding are established between parents and staff, and that opportunities for effective communication are available and used by them, especially when the children have recognised additional support needs. In the nursery, each family is allocated a named Child Development Officer who will carry special responsibilities for getting to know parents and children. This helps to ensure good communication and effective parent/staff relationships. Staff work together as a team, any important information is shared and strategies for support as used by all to ensure consistency, routine and clear expectations for all.

We have access to support agencies such as Psychological Services, Speech Therapy and Occupational Therapists, who can provide information and expertise to staff and parents. Staff work with children encouraging them to make decisions about their learning, giving them choices within a planned framework, guiding children and giving them opportunities appropriate to their age/stage of development.

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SECTION FIVE
PARENTAL PARTNERSHIP

Our Aims for parental partnership

1. The nursery aims to make parents feel comfortable and welcome at all times, and to feel relaxed enough to participate in the life of the nursery as much as they wish.
2. To provide a variety of activities aimed at the personal interests or development of parents.
3. To encourage and support parents in their role of prime educators of their children.

Working with You

As we work with children for only 3 hours-10 minutes a day, and must take account of their prior learning, we have much valuable information to gain from parents. Events that are happening in a child's life must be incorporated in our work, and staff are therefore most interested in the insight they can gain from parents.

Working Together to Promote Positive Behaviour

- The nursery staff emphasise the importance of providing a positive, calm but stimulating environment for learning.
- Children are supported to treat each other and adults with consideration and respect.
- All staff are trained in nurture principles and restorative practice to support children and promote positive behaviour.

Parents Participation-Working in partnership with you

- We welcome parents in the nursery to observe their child or to work with the children.
- There are many areas of the nursery where parents can help develop the child's learning.
- We provide a library book each week you can take home to share with your child.
- Information on our chosen book-song and nursery rhyme of the month will be shared, to support you child at home.

Fundraising

Now and again, if we require funds for some special piece of equipment or provision, we may ask parents and children to support us in fundraising. If this is required we will discuss with parents the purpose of the fundraising and its nature. Accounts will be made available for parents to view.

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SECTION SIX
THE WIDER COMMUNITY

The Establishment and the Community

The Nursery Class forms part of the wider community. It is important that children are made aware of the community they live in and the place of their Nursery within it. Links are therefore developed with a range of groups, agencies and establishments within the local area and beyond.

We are part of Clevedon Learning Community.

Services with the Community

Links are fostered and developed with the range of services in the area from "People Who Help Us" such as Dentists, Shopkeepers, Local police, Community Education and Library staff.

Partnership Forum

Parents are provided with information about local groups such as the North West Partnership Forum, so that they can decide whether they would like to become active participants.

Links with Primary Schools

We are fortunate that the nursery class is very much a part of Caldercuilt Primary School, the CDO's and Curriculum leaders of learning within the school work closely with the children to enhance core subjects that support children in all aspects of learning through school and in their lives: Literacy, Numeracy and Mathematics and Health and Wellbeing. In order to ease the transition from nursery to primary, children are invited to visit their local school for a play day experience. A copy of each child's Transition Record will be sent to their receiving school and the Head Teacher is always pleased to discuss the information with these schools.

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SECTION SEVEN
OTHER INFORMATION

Data Protection Act 1998

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the establishment.

Dealing with Racial Harassment

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

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

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

Bullying

Bullying 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 are free from all forms of abuse, bullying or discrimination"*. (A Standard for Pastoral Care in Glasgow Establishments).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments.

All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason, any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

The Named Person

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GIRFEC stands for 'Getting it Right For Every Child'. Part of The Children and Young People Act (Scotland) 2014, it is the Scottish Government- led approach to making sure that our children and young people - and their parents or carers - can get all the help and support they need from birth right through to age 18 (or beyond if still in school).

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it.

To provide that support when needed, every child in Scotland has a named individual, the Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents. Please do not hesitate to contact your child's Named Person at any time.

The Named Person for all children from birth till age five, when they start primary school, is the Health Visitor.

Suggestions and Complaints

We are always looking to maintain and improve our service. If you have any comments or suggestions to make about the service, please contact the Head of Establishment in the first instance. Similarly, if you have a complaint about any aspect of the service you should contact the Establishment Head.

If you feel your complaint has not been satisfactorily resolved with the Establishment Head, please contact:

Service Director of Education

Mr. Douglas Hutchison

Below is the address for the central office for Education Services if required.

Education Services
City Chambers East
40 John Street
Glasgow

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Updated Oct 2023