

CORNHILL NURSERY HANDBOOK

2020 - 2021



Information for Parents



CONTENTS

Welcome	Planning in the Moment
Vision and Aims	Enabling Environment
Staff	Assessment/Recording
Nursery Organisation	<i>ILD Interactive Learning Diary</i>
Nursery Session Times	Parents as Partners
Attendance/Illness	Child Protection
Key Workers	GIFREC
Preparation for Nursery	Equal Opportunities/ Multicultural Education
What to wear	Inclusion
Snack/Birthdays	EAL
Accidents/First aid	Policies
Positive Behaviour	Complaints Procedure
Outdoor Learning	Returns
Loose Parts Play	Transition to P1
Suncare	Deferred Entry
Curriculum	Useful links
Child Led Learning	

WELCOME

Welcome to Cornhill Nursery. We are very much looking forward to meeting and welcoming both you and your child in to our nursery setting.

Cornhill Nursery endeavours to offer a high quality early years education, in a happy, safe environment and our aim is to provide enjoyable, stimulating and enriching experiences for all the children in our care.

We are very proud of our experienced, committed and friendly Nursery Team who strive to provide the best possible learning experiences for your child.

As a team, we value your support as parents, and believe that a strong partnership between nursery and home is essential in ensuring we meet the needs of your child and ensure they achieve their potential.

This handbook should answer any questions you may have about life at Cornhill Nursery. If there is anything else you wish to know, please don't hesitate to speak to me, Miss Devlin (Principal Teacher) or any other member of the Nursery Team. Alternatively, you can make contact by email : gdevlin@aberdeencity.gov.uk

Cornhill Nursery is forever evolving, so while this information is accurate at the time of issue, there may be one or two changes along the way while your child progresses through their nursery years. Should any major changes occur, rest assured you will be informed about this.

We are really looking forward to being a significant part of this exciting new chapter in your child's life.

Miss Devlin & the Nursery Team

VISION & AIMS



Vision Statement

Our vision is to create a welcoming, safe, happy environment in which our children can flourish and reach their full potential, becoming Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Aims

Cornhill Nursery aims to :

- Provide high quality care and education for all children.
- Provide a secure foundation for learning in an encouraging, nurturing, inclusive and enabling environment.
- Enrich the learning experiences of every child within a stimulating environment.
- Use a child-centred approach where children are the leaders of their learning indoors and outdoors.
- Respect and respond to the children's individual needs and wellbeing, offering a diverse range of play based experiences which challenge and support.
- Encourage and develop curiosity, creativity, independence, resilience, problem solving and confidence.
- Encourage healthy, active lifestyle choices, promoting happiness, enjoyment and wellbeing.
- Build strong, positive relationships with children, parents and other partnership agencies.

STAFF



HEAD TEACHER

Mr Mark Evans

PRINCIPAL TEACHER

Miss Gillian Devlin

SENIOR EARLY YEARS PRACTITIONERS

Miss Leona McCook

Mrs Julie McGregor

EARLY YEARS PRACTITONERS

Miss Anne-Marie Brownie

Miss Karolina Kujel

Miss Stacey Laing

Ms Wendy Milne

Miss Julie Stevenson

OFFICE STAFF

Mrs Jayne Addison

Mrs Coilia Virdee

JANITOR

Mr Derek Ledingham

NURSERY ORGANISATION

Our Nursery currently provides 80 part time places and 20 full day places for 3 and 4 year olds.

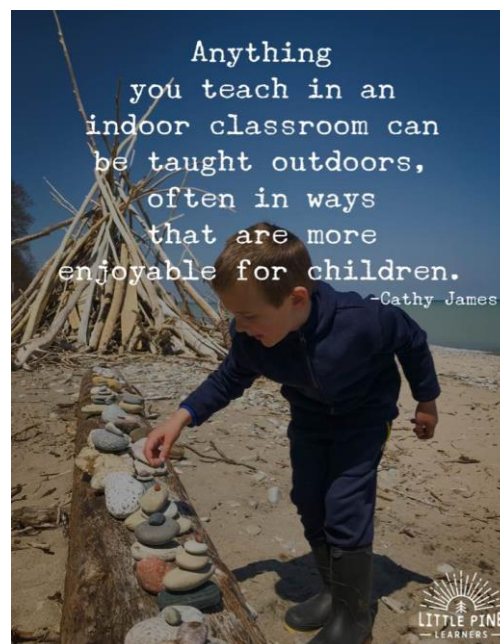
We have capacity for forty children to attend the morning session and another 40 in the afternoon.

We also have a 20 place 'dismountable' nursery in which the children attend daily from 9am – 3pm.

In Nurseries 1 & 2, although the children register in, and are dismissed from a particular room, they have free flow access between both class areas during the session.

Our outdoor 'classrooms' in all 3 nurseries are just as important as our indoor ones, so the children can choose throughout the session whether they would prefer to learn inside or outside. We endeavour to ensure that outdoor learning is as high quality as the learning that takes place indoors.

Appropriately dressed, the children go out to learn - should they wish - in all weathers.



NURSERY SESSION TIMES



Nurseries 1 & 2 (school building)

Morning session

Drop off 8.40am – 8.55am

Pick up 11.35am – 11.50am

Afternoon session

Drop off 12.30pm – 12.45pm

Pick up 3.25pm – 3.40pm

Nursery 3 (full day – demountable building)

Drop off 8.45am – 9.00am

Pick up 2.45pm – 3.00pm

We kindly ask that parents/carers are prompt to pick up due to the quick turnaround between sessions and after school staff meetings/training.

Thank you.

SECURITY DOORS



Please note, nursery doors are time activated and alarmed.

If your child is a Nursery 1 or 2 pupil and you are running late at drop off time, please enter via the main school office. If for some reason you are going to be late for Nursery 1/Nursery 2 pick-up, please phone the school to let us know as soon as possible, and enter via the main school office.

ATTENDANCE



Although Nursery is not compulsory, we encourage pupils to attend every day in order to benefit from all that nursery offers.

Please inform the nursery if your child is going to be absent. In the interests of children's safety, it is our policy to follow up any unexplained absences. However, time spent phoning home to check is precious time which could be spent learning with the children.

It is vital that parents ensure that all contact telephone numbers and emergency contact details are kept up to date.

ILLNESS



Please click on this useful link below to find out about exclusion periods for various medical issues i.e chicken pox, slap cheek, hand foot and mouth etc. If you are still unsure about anything, please don't hesitate to call the nursery and speak to a member of staff for clarification.

<file:///N:/Downloads/pages-from-child-care-setting-infection-control-may-2018-appendix-3.pdf>

IF YOUR CHILD HAS HAD SICKNESS OR DIARRHOEA, THEY CANNOT RETURN TO NURSERY UNTIL 48 HOURS AFTER THEIR LAST BOUT OF ILLNESS.

KEY WORKERS



All staff in the nursery will play a part in your child's journey, but each individual pupil will be assigned their own Key Worker. The Key Worker will have ultimate responsibility for your child, ensuring their wellbeing and needs are recognised and met.

Your child's Key Worker will :

- Help your child settle into the Nursery
- Complete and update Care Plans with parents
- Help identify and meet the child's needs
- Observe and record the child's learning experiences
- Discuss Learning Journeys/Focus Child records
- Monitor your child's progress
- Share learning on the ILD
- Feedback to parents on progress, achievements or concerns
- Formally discuss your child's progress at a parent appointment once a year (usually January)

PREPARING TO START NURSERY



Enrolment for nursery takes place annually in January/February. In line with Aberdeen City Council's policy, children start nursery the term after their 3rd

birthday (August, January or April). If your child's birthday is in October for example, they will start nursery in January.

The authority advert in the local newspaper will notify parents that applications will be accepted throughout January. Parents should collect an application form from the school office and when completed, return it together with their child's birth certificate and proof of address.

Acceptable paperwork includes :

Child Tax Credit letter, Tax letter, Council Tax bill, National Insurance document, Tenancy Lease letter, Proof of Purchase of Home, Benefits letter.

All parents whose children are due to start nursery in August will be invited to attend an Induction meeting with Miss Devlin, Principal Teacher, mid June.

If your child starts at another point during the year, you will be invited to attend a meeting roughly one month before your child is due to start.

At the induction meeting you will hear all about Nursery Life at Cornhill, how we work and how you can help prepare your child for this new adventure. Admission forms will also be filled out during this time.

You will be provided with a small pack of useful information and important paperwork to bring back with you on your child's visit.

VISIT/START INFORMATION



At the induction you will also be provided with details of your child's visit and start dates/times.

On the day of your child's **visit**, Miss Devlin will meet you both/all at the main school office and take you to the corresponding nursery class. You will spend time with your child's Key Worker so you can both gather and share important information. During this time, if your child feels comfortable and confident enough, they will be free to play and explore their new

surroundings and make new friends. You might wish to join them in play after all paperwork has been completed.

On your child's **start** date, you will come straight to the nursery door with all the other children and parents, and from then on, will continue to use that entrance.

LET THE FUN BEGIN!



Children will be phased into nursery gradually. We stagger the entry of new children so staff can give them individual attention and help them settle. Given the volume of new starts, this process can often take a while, so please bear with us as we try to settle everyone in.

Your child's first 2-3 weeks is regarded as a settling in period, so consists of shorter sessions. The sessions for your child will extend appropriately depending on how your child is settling and adapting to their new environment.

In line with ACC admissions policy, Pre-school and Deferred Entry children will be phased into the nursery within a 3 week period. Ante Pre-School children have up until the end of the 5th week to be phased into full sessions.

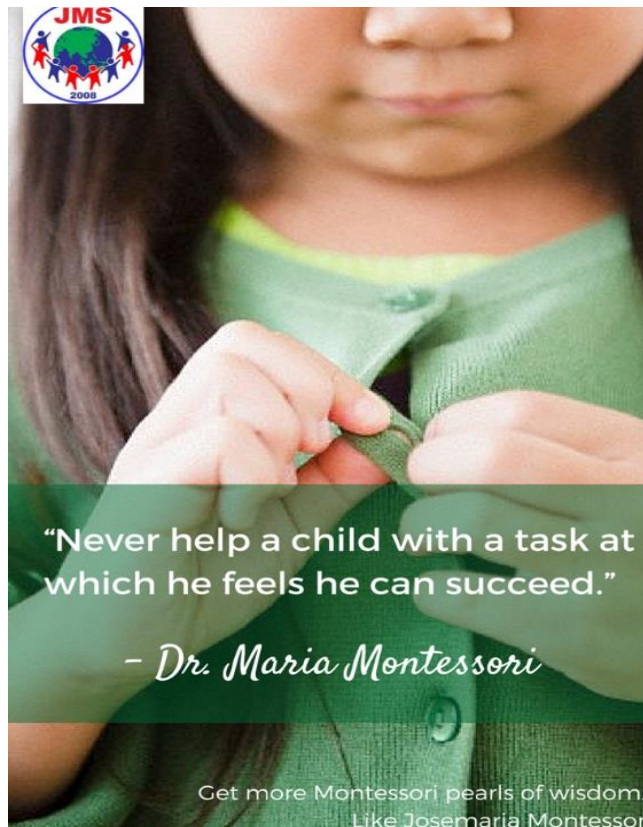
Each child's induction programme will be adapted to meet his/her needs. As every child is different, some children may take longer to settle than others. We want this new adventure to be a positive one, so will use our professional judgement as to when we feel they are ready to stay for full sessions. We ask for your support in ensuring a stress free transition into nursery and will work in partnership with you to find the right solution for your child. Some strategies to ease transition may include;

- Shorter sessions
- Parents staying a short while to help settle
- Having a comfort toy/blanket
- Having a photo of Mummy/Daddy/someone special

HOW CAN YOU HELP?

Before your child starts at Cornhill Nursery, you could help prepare them by.....

- Encouraging independence – let your child try things for themselves first, before stepping in to help, if at all. Have them practise doing up buttons/zips and fastening gym shoes. They can also try putting on and taking off their own coat independently.
- Toilet training your child and encouraging them to clean themselves and wash their hands afterwards.
- Encouraging them to drink from an open cup and use cutlery to feed themselves.
- Showing them how to use a tissue to wipe their nose
- Encouraging them to put their toys away
- Reading – lots of reading!
<https://www.parentclub.scot/articles/top-tips-story-time>
- Learning nursery rhymes together
- Playing with your child – imaginative play, puzzles, games etc
- Encouraging their development of social skills such as turn taking, sharing, following instructions and making choices.
- Helping your child recognise their name – or even just the first letter.

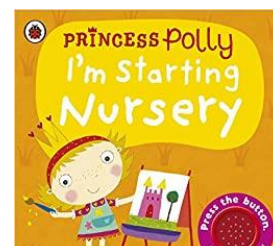
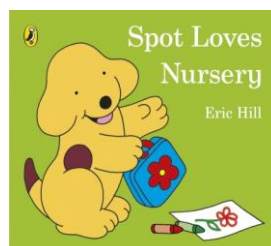
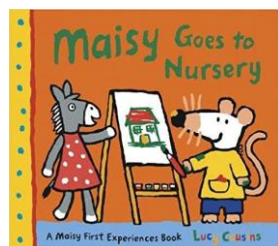
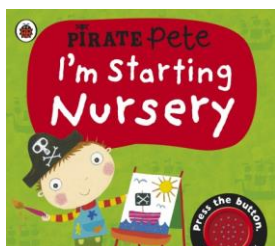


OTHER IDEAS



As parents, you can help your child for the move to nursery in the following ways;

- If your child has not been apart from you before, try to arrange for him/her to spend time with relatives/friends so that they can get used to being with others.
- You might like to walk past the nursery to see the children playing happily outside.
- Explain what will happen throughout the day.
- Read books together about starting nursery or school – talk about how the characters are feeling about starting nursery. This will help your child to talk about any fears or concerns that they may have and will allow you to reassure them. Here are some examples...



- Point out any friends/cousins who have recently started nursery/school and chat about the fun they are having.
- Talk about all the fun things they will be doing which build on activities they already do at home e.g painting, drawing, cutting, sticking, jigsaws, games etc.

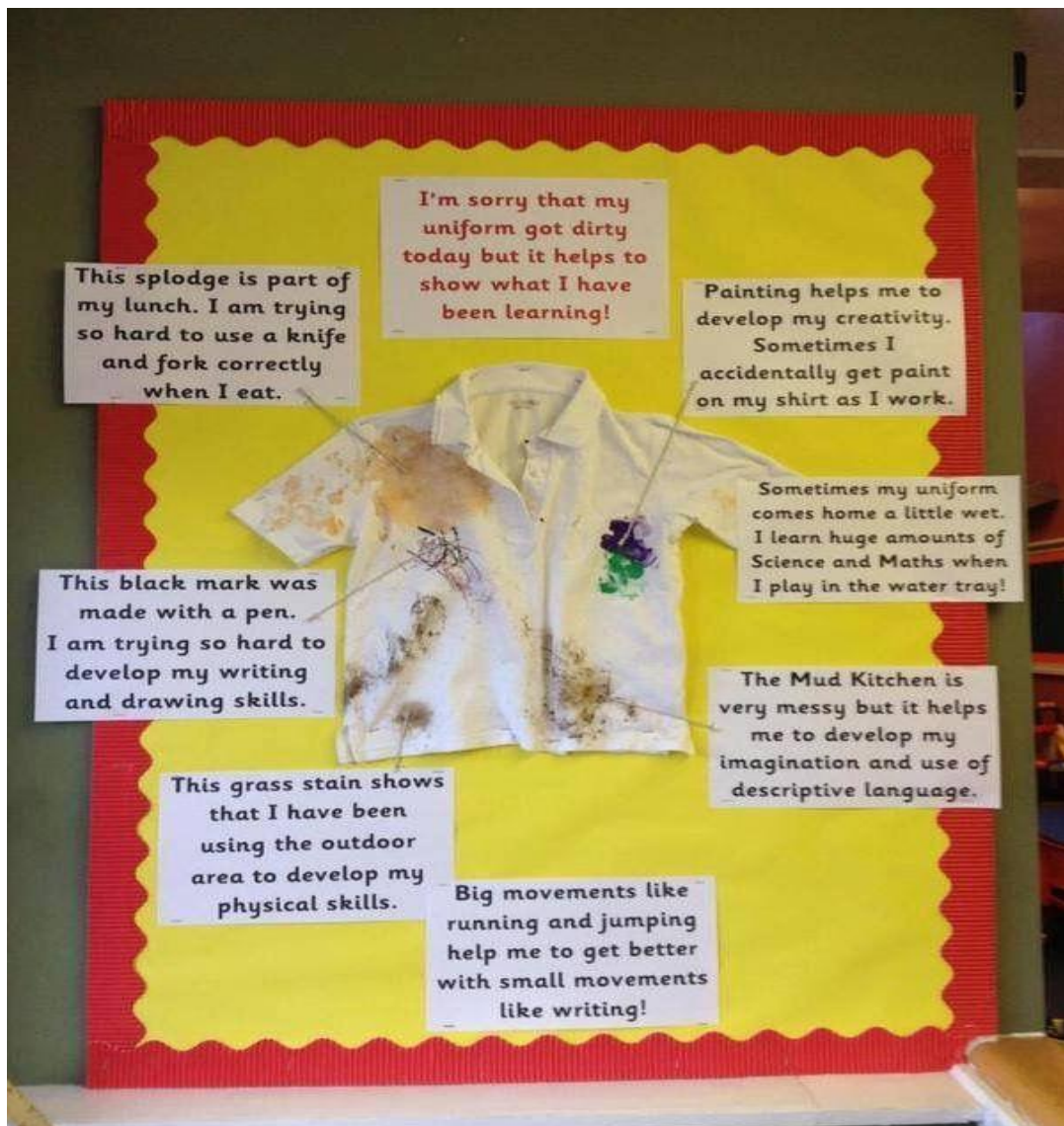
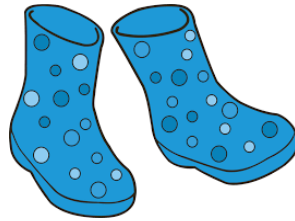
WHAT TO WEAR

While at nursery, your child will take part in messy and creative play both indoors and outdoors. We therefore ask that children wear comfortable clothes, suitable for such activities. We encourage children to be as independent as possible, so we would be grateful if you could ensure your child comes to nursery wearing clothes with easy fastenings etc so they are able to use the toilet facilities and can get themselves ready for outside, as independently as possible. However, it goes without saying that we will help them if necessary. Please encourage your child to dress himself/herself at home in preparation for starting nursery.

We go outside in all weathers, so please ensure your child takes appropriate clothing on a daily basis. The nursery has some waterproof clothing, but if your child has their own, they are encouraged to bring these clothes with them to nursery. Welly boots are used most days and can be taken to nursery each day, or can be left on our welly boot stand/in their tray.

Children must have a bag of spare clothes with them every day. More than one extra set is sometimes required.

Please bear in mind that if your child comes home messy, it's not always a bad thing!...



SORRY
about the
MESS
but we are
LEARNING
here.

Creativity
is
messy
and we are very
CREATIVE

★ Let the children **PLAY**
stomp in **PUDDLES** climb trees
Dig in the **DIRT** go on a
bug hunt make mud pies
ROLL DOWN a hill **BUILD**
a cubby make a daisy chain
create a garden for fairies
Playing
outside
makes
children
★ **smarter**
healthier
happier

★ Let the children **PLAY**

<http://progressiveearlychildhoodeducation.blogspot.com>

SNACK



Snack is a very important part of the nursery experience. The children will be provided with a varied and balanced diet of nutritious food that has been developed through use of 'Setting the Table' guidance.

There are 3 snack menus which operate on rotation and these menus can be seen in the parent area and inside the nursery. We always welcome suggestions from parents for our menu, so if you have any ideas please let us know.

A drink of water or milk and a piece of fruit will be provided alongside the main snack every day. If the food is not to the child's liking, they will be encouraged to try, but will never be forced to eat something. Staff will feedback to parents if the child has not eaten.

Children who are part of the 9am-3pm nursery will be provided with a snack on arrival to nursery in the morning, will have a lunch time meal prepared for them by the school's catering staff, and will also have an additional snack in the afternoon. The nursery lunch menu can be found on the school blog and it is also displayed in Nursery 3.

<https://cornhill.aberdeen.sch.uk/full-time-nursery-lunch-menu-nursery-3/>

Snack can be paid on a weekly or termly basis – it is entirely up to you as a parent. Snack costs £2 per week.

During snack time the emphasis is placed on hygiene, enjoying foods and trying out new ones, socialising and manners. It is also an opportunity for staff to consolidate any mathematical concepts (ie counting out plates and cups if they are a snack helper and counting out 3 pieces of fruit etc for themselves) and develop and extend language and communication skills through this real life experience. The children will help prepare snacks, self-serve and tidy up after themselves.

Allergy information is completed at your child's individual induction and is displayed in the kitchen area as reference to all staff. Any supply

staff/students will be made aware of this important information too. If there are any changes, please update the nursery staff as soon as possible. If your child develops an allergy/intolerance to any food or drink during their time in nursery, again, please update staff so their Care Plan and the information in the kitchen can be updated.

All staff hold a Food and Hygiene certificate which is updated every 3 years.

BIRTHDAYS



Although children's birthdays are celebrated in the nursery, in line with guidance we can no longer make cakes, nor can we accept shop bought cakes/sweets/treats from parents. We thank you for respecting this.

ACCIDENTS/FIRST AID



If your child becomes unwell during the day or suffers from a minor injury, he/she will be attended to by a member of staff and if need be parents will be called upon. (All members of the nursery team have been trained in the delivery of First Aid. Training is updated every 3 years.)

In the unlikely event of a more serious case however, parents will be called for immediately.

It is therefore of great importance that parents ensure all emergency contact numbers are kept up to date. If there are any changes please notify staff as soon as possible.

N1/2 parents should report to the school office to pick up their child. N3 parents can go straight to Nursery 3.

If a child has had a head bump, parents will receive a head bump slip with the date and time of the accident and they must sign a form to say they were made aware of this.

For accidents/incidents, a form will be filled in by staff detailing what happened, this will be shared with the parents/carer, and again, they should sign the form (which remains in nursery for our records) to confirm they were notified.

POSITIVE BEHAVIOUR



At Cornhill Nursery, we encourage children to respect themselves, each other, adults, property and the environment.

Cornhill staff set high standards of behaviour. The children are involved in making rules so that they are more meaningful to them. Staff successfully use the approach of concentrating on, and praising good behaviour, more so than focussing on the negative. Staff equip the children to problem solve, resolving any minor issues themselves.

Each of our nurseries operates a positive behaviour scheme using the SHANARRI wellbeing indicators, where staff ensure the children are;

Safe, **H**ealthy, **A**ctive, **N**urtured, **A**chieving, **R**esponsible, **R**espected and **I**ncluded at all times.

We also feel it is important that the children learn to display an understanding of these indicators and put them in to practice. Children demonstrating any of these qualities have their name peg clipped on to the corresponding flag on the nursery display. They can also nominate any friends to go on the SHANAARI flag if they have noticed them achieving one of the indicators, and are encouraged to explain their reasoning.

If a child is finding it more challenging to follow some of the rules in nursery, we use a restorative practice approach which involves giving the child some 'Thinking Time', then we talk to the child and explain/discuss how they could resolve similar problems should they occur in the future.

OUTDOOR LEARNING

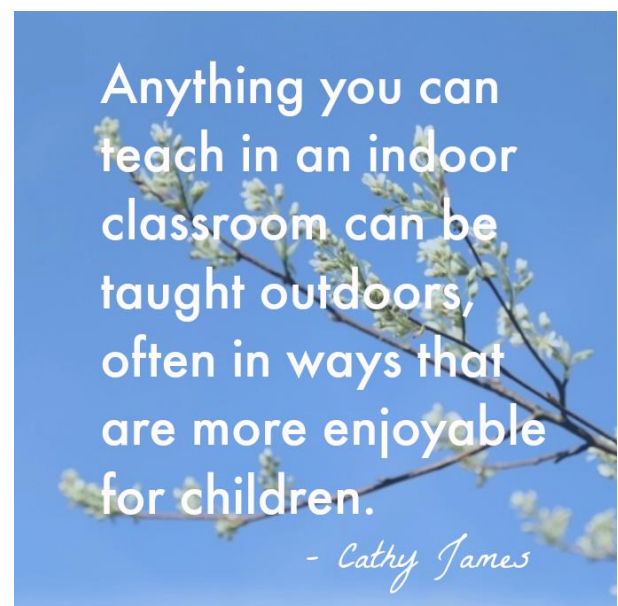


An important part of the nursery day/curriculum is Outdoor Play. The children play outside on a daily basis, regardless of the weather, providing they are suitably dressed. The children can access the outside areas on a free-flow basis, deciding if and when they go out, and for how long.

Outdoor experiences provide rich learning opportunities for the children and ensure they are also getting ample exercise and fresh air.

Please ensure your child comes to nursery prepared with clothes for all weathers! We do have some waterproofs, but we don't have a set for every child at present.

Our classes also take it in turn to visit the local library, Sheltered housing residents (Stocket Grange), Local shop (Aldi) and the Wee Green Space at Hilton Woods.



LOOSE PARTS PLAY

Loose Parts Play is a huge feature in the learning that takes place in our nursery. It involves the use of open-ended resources which encourage creativity and imagination. It is truly amazing to see one 'open ended' resource being used in such a variety of ways. Children are so inventive! We encourage the children to talk about their creations and they are encouraged to take photos by themselves of what they have made.

We try as much as possible not to use plastic toys – we aim to use real resources instead. If you would like to find out more about what a 'Loose Part' is, or Loose Parts Play in the Early Years, please have a look at this helpful link, or have a read of our own Nursery leaflet.

<https://www.playscotland.org/resources/print/Play-Scotland-Loose-Parts-Leaflet.pdf?plsctl id=10934>

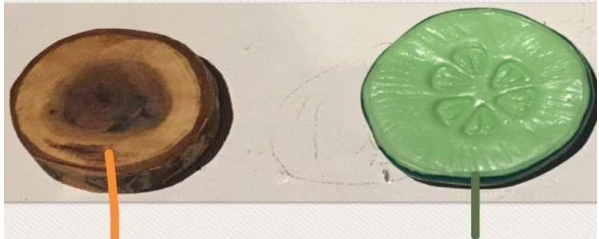


This is not a stick...

- It's a wand
- It's a guitar
- It's a shovel
- It's a horse
- It's a baton
- It's a telescope
- It's a sword
- It's a microphone
- It's a ski pole
- It's a spoon
- It's a fishing pole
- It's a treasure finder
- It's a paddle.

and anything else a child can imagine!

Open-ended Materials & Loose Parts



This can be a cucumber, a tomato slice, a burger, a bun, a pancake, a cookie or cracker, a piece of cheese, money, a coaster, a stool and so much more! It is limited only by a child's imagination.

This can be a cucumber.

IG@belittlethinkbig

SUNCARE



As we spend a lot of time outdoors, it is essential that during better weather, part of your child's 'getting ready for nursery' routine will be to have sun cream applied before they arrive. The children should keep their labelled bottle of cream in their bag so staff can re-apply as and when necessary. In the event of your child not having sun cream, or running out of it, staff can apply some of the Nursery sun cream, but this is providing parents have given permission during the completion of the Care Plan, the reason being incase they have an allergic reaction.

CURRICULUM

We follow the principles of the 'Curriculum for Excellence' framework (Early Level).

Scotland's 'Curriculum for Excellence' aims to;

- Provide young people aged 3-18, with the knowledge, skills and attributes they need for learning, life and work in the 21st century.
- Ensure that every child will be supported to become a

Successful Learner

Effective Contributor

Confident Individual and a

Responsible Citizen.

These are known as the four capacities.

Learning is organised around these eight areas of learning;

- Health and Wellbeing
- Literacy and English
- Numeracy and Maths
- Expressive Arts
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Young children learn through play and practical experience. Hands on activities allow children to explore, investigate, act out experiences and listen to and learn from others. Staff ensure the flow of play is not interrupted unnecessarily and that they interact sensitively, extending the quality of play through open-ended questioning i.e. I wonder what will happen if...? The adults act as role models when appropriate.

CHILD LED LEARNING



Child led play is defined as play that is initiated, led and controlled by the child rather than the adult. A child led play scenario should allow a child to control the direction and narrative of their play experiences.

Research proves that children learn best when they are highly engaged. Children are most engaged when they are involved with something that interests them and so it is for that reason and many more, that since 2017, Cornhill Nursery has been following the principles of Child Led Learning.

Our classes are set up with a number of different experiences and a variety of interesting items every day. The children are then given the opportunity to choose what or where they would like to play, rather than being directed to an activity by a practitioner.

In nursery, the children will be learning through a wide variety of experiences;

- Sand and Water
- Role-Play
- Puzzles & Games
- Stories/Songs
- Arts and Crafts
- Outdoor Experiences
- Construction
- Small World
- Fine & Gross Motor activities
- Computers and iPads
- Music & Dance
- Loose Parts Play etc

Play helps to nurture imagination and give a child a sense of adventure. Through this, they can learn essential skills such as problem solving, working with others, sharing and much more. In turn, this helps them develop the ability to concentrate.

Child-initiated play supports children in having ideas and being in control of their learning. It enables them to learn through first-hand experiences, allowing them to choose how to use the resources to do so.

“Play gives children a chance to practice what they are learning.”

~ Fred Rogers



"Play is often talked about as if it were a relief from serious learning. But, for children, play is serious learning. Play is really the work of childhood."

Fred Rogers



PLANNING IN THE MOMENT

At Cornhill Nursery we follow the Planning in the Moment philosophy. It is a very simple idea – observing and interacting with children as they pursue their own interests, and assessing and moving the learning on, in that moment.

The written account of **some** of these interactions becomes part of your child's Learning Journey.

Rather than planning 'activities' in advance, staff spend time preparing an engaging, enabling environment with materials that will excite and interest the children. Key learning that has taken place will be recorded in the form of a Focus Child sheet which explains how the learning was further extended in the moment, and what the outcome was.

The process is broken down into three stages:

The Spark – This is when the child first shows an interest in something. There should be an air of fascination around the object/subject and a high level of concentration in what they are doing.

The Teaching Moment – The practitioner will notice where she can step in and help to extend the learning by asking open ended questions which mean the children have to think and problem solve, i.e. "I wonder what will happen if...." etc.

The Outcome – This is a summary of the learning. What does the child now know that they didn't before?

ENABLING ENVIRONMENT

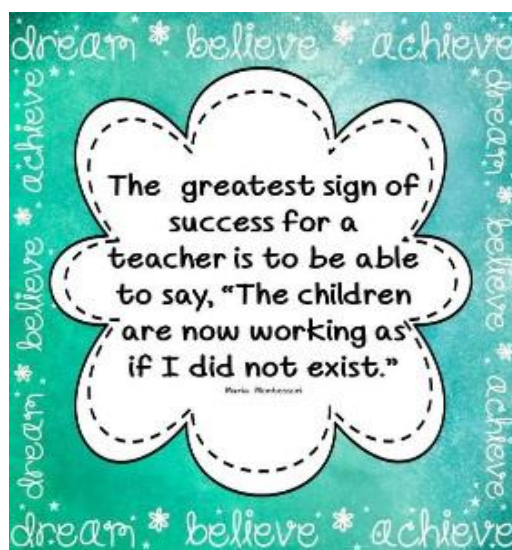
An enabling environment is one which provides a rich, varied and safe space in a setting in which children can play, explore and learn. The environment is child-centred. The environment plays a key role in supporting and extending children's development and learning.

An enabling environment:

- Allows children to be able to move freely between activities
- Lets children make choices on their play
- Offers open spaces for large movement, group play and building
- Offers a quiet cosy area for children to take time by themselves, rest/read
- Has resources available for children to self-select
- Is a place where learning comes naturally

- Enables children to lead their own learning
- Should encourage creativity
- Feels warm, welcoming and safe
- Contains real and natural resources and inviting provocations
- Has an outdoor area where skills can be practised and refined
- Encourages free flow between inside and outside

Adults will use their professional judgement on whether to step back and simply observe the learning, or whether they should join in and develop the knowledge and understanding of the children. Enabling environments encourage young children to play because they feel relaxed, comfortable and 'at home' in them.



ASSESSMENT & RECORDING



At Cornhill Nursery we are continually assessing the children in their everyday play be it formal or informal.

Each child has their own Learning Journey and this is an individual record of their learning and development.

Assessments and observations will be recorded in your child's booklet for Numeracy, Literacy and Health and Wellbeing. These records allow

practitioners to see how your child is progressing and where their next steps lie.

Each child will also have a turn of being a 'Focus Child'. During this week, although staff are still ensuring all children are engaging in valuable learning experiences, Focus Children are their main subject matter. Any learning that has taken place that week will be shared with you the following week – this is encouraged to be done in discussion with staff.

Your child's Learning Journey has a page for you to comment on/give feedback. You can also see for yourself where any gaps are in their learning from their assessment sheets and in consultation with nursery staff, you might wish to select targets that you and your child can work on at home.

Once a year we also have a formal meeting with parents, when we can discuss in detail your child's learning and development, their achievements and next steps in learning.

ILD

In nursery we use a communication portal called the 'Interactive Learning Diary'. We use this tool to share with you any WOW moments we have noted in nursery. Staff upload photos and videos and will add text to explain the learning that has taken place. Parents can also do similar for any notable learning they have observed at home.

Observations link to the Curriculum for Excellence experiences and outcomes and if appropriate, there is the ability to outline any next steps.

Sometimes the ILD may be used as a tool to inform parents about mini targets that their child could work on at home. Parents can then share any progress on these targets, with the child's Key Worker, via the ILD.

The portal is password protected and parents can only access information on their own child.

Parents will automatically be notified of any posts that staff upload.

There is no set amount of ILD posts that staff/parents must upload per month. If your child is a Focus Child, their learning for the week will be recorded on the relevant sheets, rather than ILD, and will be shared with you in nursery.

Parents will learn about ILDs at our nursery induction and staff will help you get set up on the day of your child's visit.



The portal can be accessed through the internet on any device, or via a downloadable app.

ILD is sometimes also used as a simple communication tool i.e. reminders about upcoming events etc.

PARENTS AS PARTNERS



As parents, you are a hugely valued part of the school community and your support is greatly appreciated. We recognise the vital role that you have in your child's education and we strive to build strong bonds, working in partnership at all times, as we believe continual involvement is crucial to successful learning and development.

We aim to ensure all parents/carers always feel welcome at Cornhill Nursery. We operate an 'open door' policy so parents are able to talk to staff briefly when they drop off and pick up their children. We do ask however, if you have a more in-depth, or private matter to discuss, that you kindly make an appointment to speak to the appropriate member of staff. We encourage parents to share any concerns with us as early as possible so we can resolve matters and offer support/advice.

In addition to daily contact, we invite parents in to nursery regularly for open events, the sharing of learning through Focus Child information gathering, Stay and Play, helping out in the nursery and sharing of skills. We also meet with parents once a year for a formal Parents' Evening event.

We are continually striving to be the best we can be and regularly ask for feedback in different forms.

Each nursery has an Information Station which we ask parents to look at regularly. Here you will find out about important dates, information and will see Miss Devlin's Question of the Month. Question of the Month ensures that parent voices are heard and that any comments/ suggestions are taken on

board to help improve our nursery, as a team. Responses are encouraged and are much appreciated and valued.

We have a very successful Parent Council Team at Cornhill School. The Parent Council is involved in a variety of aspects of the school, particularly fundraising events. Should this be something you would be interested in being part of, please see a member of staff.

CHILD PROTECTION



Schools are required by law, to report if they think any child or young person is at risk, or has come to harm as a consequence of possible abuse.

At nursery school age, the child's Health Visitor is the Named Person who is responsible for all Child Protection issues. Thereafter from P1 onwards the named person is the Head Teacher, Mr Mark Evans.

If you have any concerns you can discuss these with Miss Devlin, who has responsibility in nursery for dealing with such matters.

The school maintains close contact with Medical Officers, Social Workers, the Child Protection Team, Children's Reporter and Police Scotland – any, or all of whom may become involved if abuse/neglect is suspected.

It is important that you are aware that in situations where there is a possibility that a child could be at risk of abuse or neglect, staff are required to refer the child to Social Work/Police/Child Protection unit and that under these circumstances, parents/carers would not necessarily be consulted first.

All staff complete Child Protection Awareness training which is updated annually.

All relief staff and trainees/students are required to follow guidelines set out in our Child Protection Policy and must follow our confidentiality guidelines.

GIRFEC

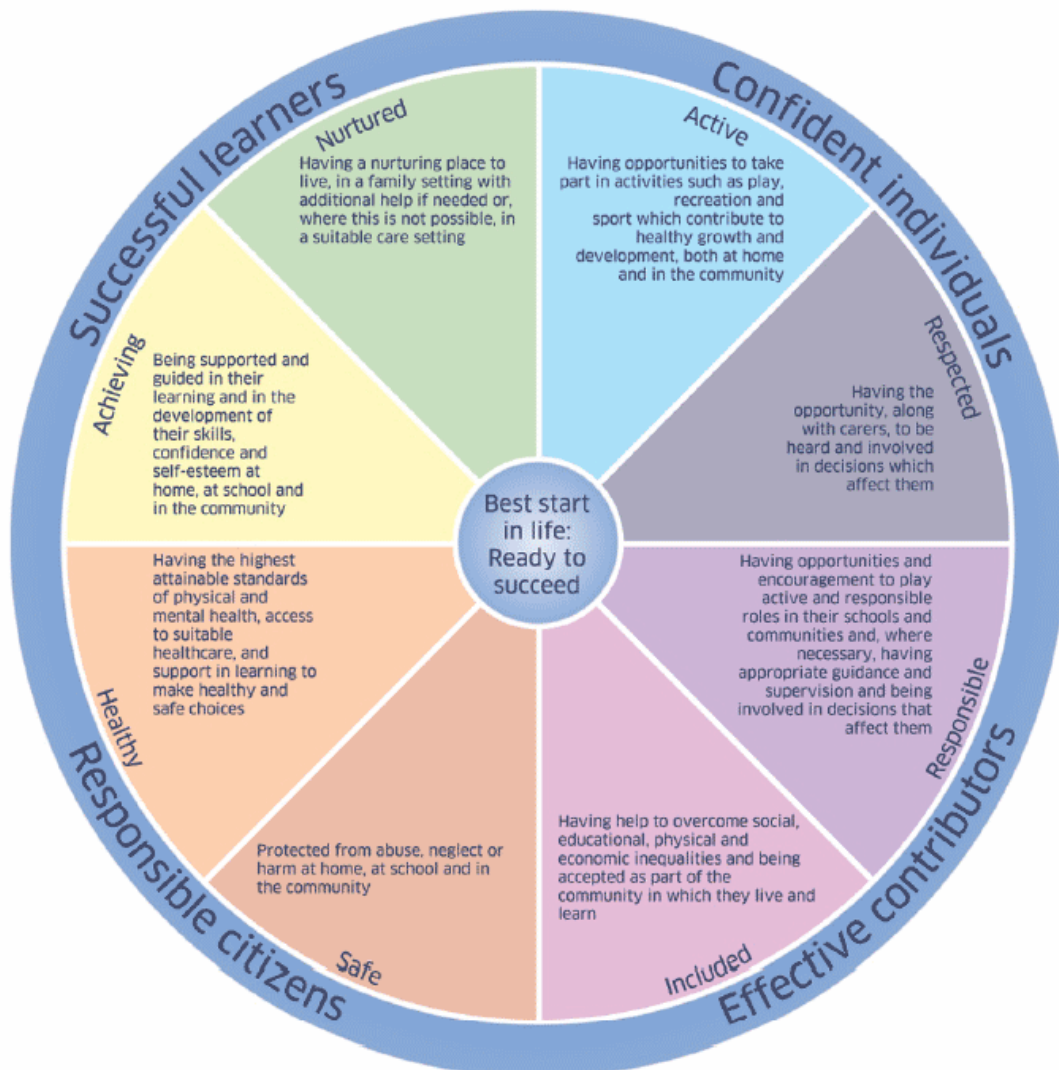
We strive to ensure our nursery is a happy and secure place – a place where everyone's needs are met and everyone has the opportunity to succeed.

Our practice follows the Scottish Government led approach, GIRFEC (**G**etting **I**t **R**ight **F**or **E**very **C**hild), based on the United Nations Convention for Rights of the Child (**UNCRC**).

Eight Wellbeing Indicators (SHANARRI) are used to identify specific areas in which children and young people need to progress and develop and achieve their potential.

Safe, **H**ealthy, **A**chieving, **N**urtured, **A**ctive, **R**espected, **R**esponsible, **I**ncluded.

These indicators enable all those responsible for the care and support of the child to identify any needs/concerns and subsequently plan any necessary action with the child/family.



EQUAL OPPORTUNITIES & MULTI-CULTURAL EDUCATION

In line with Aberdeen City Council Policy, we are committed to a policy of Multi-Cultural and Anti-Racism Education.

It is important that from the earliest stage, children are helped to recognise that there are many different ways of seeing the world.

Children are given every opportunity to participate equally in activities that encourage and promote equality, inclusion, diversity and cultural awareness, through stories and music, in role play, when preparing snacks from around the world and whilst celebrating religious and cultural festivals.

If you as a parent/carer feel that you could contribute to developing the children's knowledge and understanding of different religions/customs/celebrations by sharing your own religious heritage, please let us know. We are always keen to welcome visitors who can enrich our learning experiences.

INCLUSION

We endeavour to meet the wide range of needs of the children in our care by working within the principles of GIRFEC (Getting It Right For Every Child), using the SHANARRI wellbeing indicators.

Through ongoing observations and assessments nursery staff may identify that your child would benefit from support from other services such as Speech and Language Therapy, OT Occupational Therapy, our Educational Psychologist, the Autism Outreach team etc in order to meet their individual needs as best we can and so they can make the best progress possible.

We strongly believe that partnership with parents is vital with regard to your child's progress. Any concerns will be discussed with parents first. No referrals are made without prior discussion. Any support we seek from other professionals is to ensure we are giving your child the best possible support possible.

EAL



The EAL (English as an Additional Language) Service supports learning and teaching of pupils with a home language other than English (bilingual pupils)

so that they can reach their full potential. Once staff have gathered the relevant information from parents at the induction meeting, the Nursery Team will then establish where support will be required and will liaise with EAL support staff.

We try, where possible, to invite older pupils who are also bilingual into the nursery to read and play games with our EAL nursery children. This can be a great confidence booster for both sets of children.

EAL books, games and signs are used in the nursery to support the children and to educate non bilingual children that not everyone speaks the same language.

POLICIES



Nursery policies can be accessed in the parent areas of the nursery, or on the school website. We also have a Policy of the Month display. This is another opportunity for parents to familiarise themselves with the policies and gives you a chance to ask any questions or make comments.

Current policies we have in place are :

Biting	Complaints procedure	Drop off/Pick up
Fire/Evacuation	Induction	Infection prevention
In the Moment Planning	Intimate care	Medication
Nappy Changing	Oral Health	Outdoor Play
Outings	Positive Behaviour	Risk assessment
Snack		

COMPLAINTS PROCEDURE

We are continually striving to make our nursery the best it can be and are always open to, and value any comments, questions and suggestions from Parents.

In the event of a complaint being made however, we have a procedure in place.

- Parents/carers raise any concerns with a member of the Nursery Team.
- If parents/carers feel that the problem remains unresolved, the complainant should contact the Principal Teacher either by telephone, email, or in person.
- The PT will then report back to the complainant and try to resolve the problem.
- We will aim to deal with the complaint within 5 working days.
- A dated record of complaints will be logged and kept in school.
- Parents can also contact Social Care and Social Work Improvement Scotland (SCSWIS) direct on 01224 793870 or 0345 600 9527.

www.scswis.com

Aberdeen City Council
Education, Sport and Leisure
Marischal College
Broad Street
Aberdeen



RETURNING TO NURSERY FOR PRE-SCHOOL YEAR

Children who are 'returners', do not need to re-apply for their pre-school year. They will however be asked about session preferences for the new session and addresses and contact details will be checked/updated at this time.

TRANSITION TO P1



The nursery is an integral part of the school and throughout the year the nursery children join in with school life and activities.

The nursery children attend celebration assemblies, have PE sessions with the PE teacher in the School Hall or Community Centre, and have visits from primary children for reading and game sessions. They get to know the Head Teacher, the Early stages Depute Head Teachers, School Administrator, Janitor and Early Years Staff. It is important to start these links from an early stage as it ensures continuity between Nursery and Primary and helps the children gain confidence for the transition into P1.

In May/June, the children start to take part in transition activities with the P1 children and their teachers. They will be introduced to the classrooms, playground and lunch hall. The children will have time with their Key Worker in the P1 classrooms and will also spend some time with the Early Years staff in their rooms with the current P1 children. They will have snack out in the playground and have a play. They will also have the opportunity to experience a school lunch in the hall.

Parents of children in their pre-school year of nursery will be advised in January to make an online application for a P1 place for the new session in August. Nursery staff will also display any relevant information and can answer any questions you may have.

In June, parents of prospective P1 pupils will be invited to attend an induction meeting with the Depute Head Teacher and Principal Teacher whereby you will be provided with essential information regarding starting P1.

DEFERRED ENTRY TO P1

In a small number of cases, it may be felt that children who are of age to attend school may benefit from an additional year in nursery.

Parents and carers who may be considering deferred entry should speak to their child's Key Worker and Principal Teacher who can provide advice and support. Nursery staff may also suggest to parents that they consider deferred entry for their child if they feel it would be in the child's best interests.

The decision to apply for a deferred entry to P1 should be a joint decision between parents and staff.

Children born between the start of the school year in August and the last day of December may request a deferred entry place but this will be at the discretion of the Local Authority and would require support from the School and at least one other agency who is associated with the child ie Health Visitor, Doctor, Educational Psychologist. Such requests for a deferral are then presented to an Admissions Panel who make the decision as to whether or not they will be allocated another year in nursery.

Children who celebrate their birthdays in January/February are entitled to deferred entry, should this be the parent's wish, and do not have to apply for this.

**We hope you have found our handbook helpful.
Thank you for reading!**

USEFUL LINKS/INTERESTING READING

EVERY DAY IS A LEARNING DAY

<https://education.gov.scot/parentzone/Documents/EveryDaysaLearningDay0to3.pdf>

PLAY, TALK, READ

<https://www.parentclub.scot/articles/play-talk-read>

OUT TO PLAY

<file:///N:/Downloads/out-play-practical-guidance-creating-outdoor-play-experiences-early-learning-childcare.pdf>

INTERGENERATIONAL LINKS (interacting with the elderly)

<https://hub.careinspectorate.com/media/3323/bringing-generations-together.pdf>

PLAY STRATEGY

<https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2013/06/play-strategy-scotland-vision/documents/00425722-pdf/00425722-pdf/govscot%3Adocument/00425722.pdf>

LOOSE PARTS PLAY

<file:///N:/Downloads/Play-Scotland-Loose-Parts-Leaflet.pdf>

IN THE MOMENT PLANNING

<https://eyfs.info/articles.html/teaching-and-learning/planning-next-steps-in-the-moment-r217/>