

Cornhill Nursery Handbook



INFORMATION FOR PARENTS



Updated August 2026

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WELCOME

Welcome to Cornhill Nursery! We are very much looking forward to meeting and welcoming both you and your child into 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 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 : gillian.devlin@ab-ed.org

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, fun 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

Miss Karolina Kujel

Miss Rachel Seivwright (Wed-Fri)

EARLY YEARS PRACTITIONERS

Miss Rachel Seivwright (Mon/Tues)

Mrs Amanda Henderson

Miss Stacey Laing (Mon-Wed)

Miss Julie Stevenson (Thurs/Fri)

Mrs Hilary Burrows

Mrs Joanne Fraser

Miss Steph Norval (Wed-Fri)

SUPPORT WORKERS

Ms Teresa Allen

Miss Emma Shirley

MODERN APPRENTICE

Miss Catherine Wotherspoon

TBA – To be appointed

OFFICE STAFF

Mrs Jayne Addison & Mrs Coilia Virdee

JANITOR

Mr Stewart Ritchie

NURSERY ORGANISATION

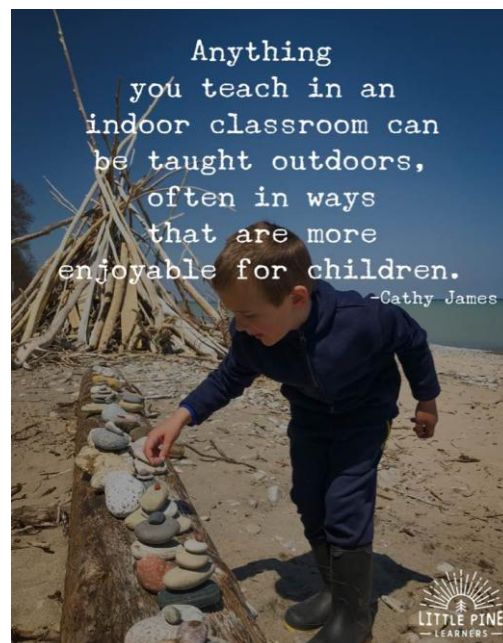
Cornhill Nursery currently provides 80 places for 3 and 4 year olds.

We have capacity for 60 children to attend our 9am - 3pm **term time** nurseries.

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 aim to have a free flow approach as much as is possible.

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 in all weathers. (More information can be found on the nursery section of the website.)





NURSERY SESSION TIMES

As of August 2026, our sessions are all 9am-3pm

Nurseries 1, 2 & 3

Drop off 9.00 am – 9.15 am

Pick up 2.40 pm – 3.00 pm

If you have a small matter you wish to discuss with a staff member you can wait until the end of drop off/pick up for a brief chat. We kindly ask that anything that requires a more indepth discussion however, is scheduled. Staff will be happy to speak to you in person or over the phone.

ATTENDANCE



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

We ask that **parents inform the nursery as soon as possible** if their child is going to be absent that day. In the interest of the children's safety and welfare, it is our policy to follow up any unexplained absences. However, time spent phoning parents to check, is precious time which could be spent learning with the children, therefore we ask that **parents contact us** between **8am and 8.55am** on **01224 455140**.

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

ILLNESS



Please click on, or copy this useful link below and go to **pages 27-29** to find out about exclusion periods/how long your child should stay off for, for various medical issues i.e chicken pox, slap cheek, hand foot and mouth etc.

<https://www.childminding.org/docs/news/infection-prevention-control-childcare.pdf>

If you are still unsure about anything, please don't hesitate to call the nursery and speak to a member of staff for clarification.

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, review & update Personal Plans with parents
- Help identify and meet the child's needs
- Observe and record the child's learning experiences
- Monitor your child's progress
- Share learning and achievements on Seesaw
- Feedback to parents on their child's day which may include noted progress, achievements or concerns
- Formally discuss your child's progress at a parent appointment once a year (usually January)
- Complete a written report on overall progress and the 'Child as a Learner'.

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).

- Children with March to August birthdays will start in the **August** term.
- If your child's birthday is September to December, they will start nursery in the **January** term.
- Children who have a birthday in January/February will begin nursery in the **April** term.

The authority advert in the local newspaper will notify parents that applications will be accepted throughout January/February. Parents can complete an online application form from the Aberdeen City Council website, **www.aberdeencity.gov.uk** (*Apply for a Nursery School Place* section). Outwith the January application period you can still apply using the same link. Please check you are applying for the correct session ie 26/27.

All parents whose children are due to start nursery in **August** will be provided with Starting Nursery information from Miss Devlin, Principal Teacher, in May and an induction for parents only will be held mid June.

If your child starts at another point during the year, you will be given the information roughly one month before your child is due to start, but are still contacted in May/June initially just to confirm your child has a place with us.

Individual induction meetings will be held with our Senior Practitioners on your child's visit date. Prior to this you will be asked to complete an online Personal Plan so we can gather important information about your child before they actually start. This will then be discussed further at the induction.

VISIT/START INFORMATION



On the day of your child's **visit**, Miss Devlin and a Senior Practitioner will meet you. Please come directly to the nursery on the visit date and start dates (see photos on the website). You will spend time with the Senior EYP 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. They will be supported by staff during this time.

While your child is playing, the Senior Early Years Practitioner will be going over your child's Personal Plan.

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 are regarded as the 'settling in period' and so this consists of **shorter sessions**. The sessions will extend appropriately depending on how your child is settling and adapting to their new environment.

Children normally stay for **an hour** on their start date, then an **hour and a half** the next, then **2 hours** etc. Some children will then be ready for the full session, others may remain at part session until both staff and parents agree the child is ready.

In line with ACC admissions policy, Pre-school and Deferred Entry children will be phased into the nursery within a 2 - 3 week period. Ante Pre-School children usually have longer 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

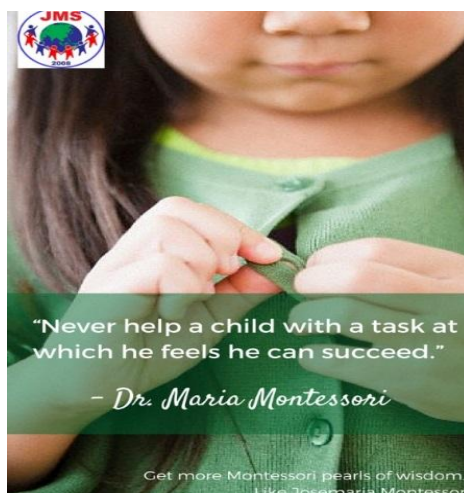
HOW CAN YOU HELP?

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

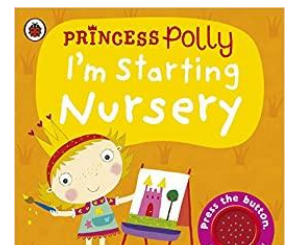
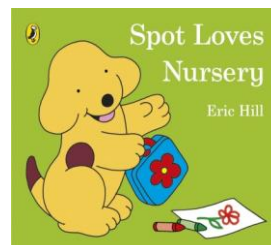
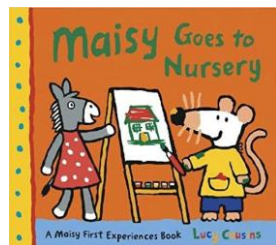
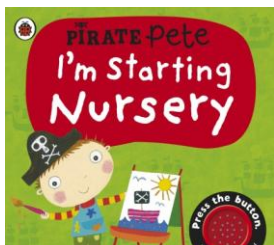


OTHER IDEAS



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 you can purchase online or you might be able to find someone reading them on YouTube...



There are also 'Starting Nursery' stories on the website under the Virtual Stories section.

- 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.

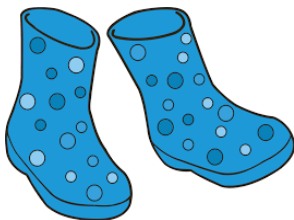
WHAT TO WEAR

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.

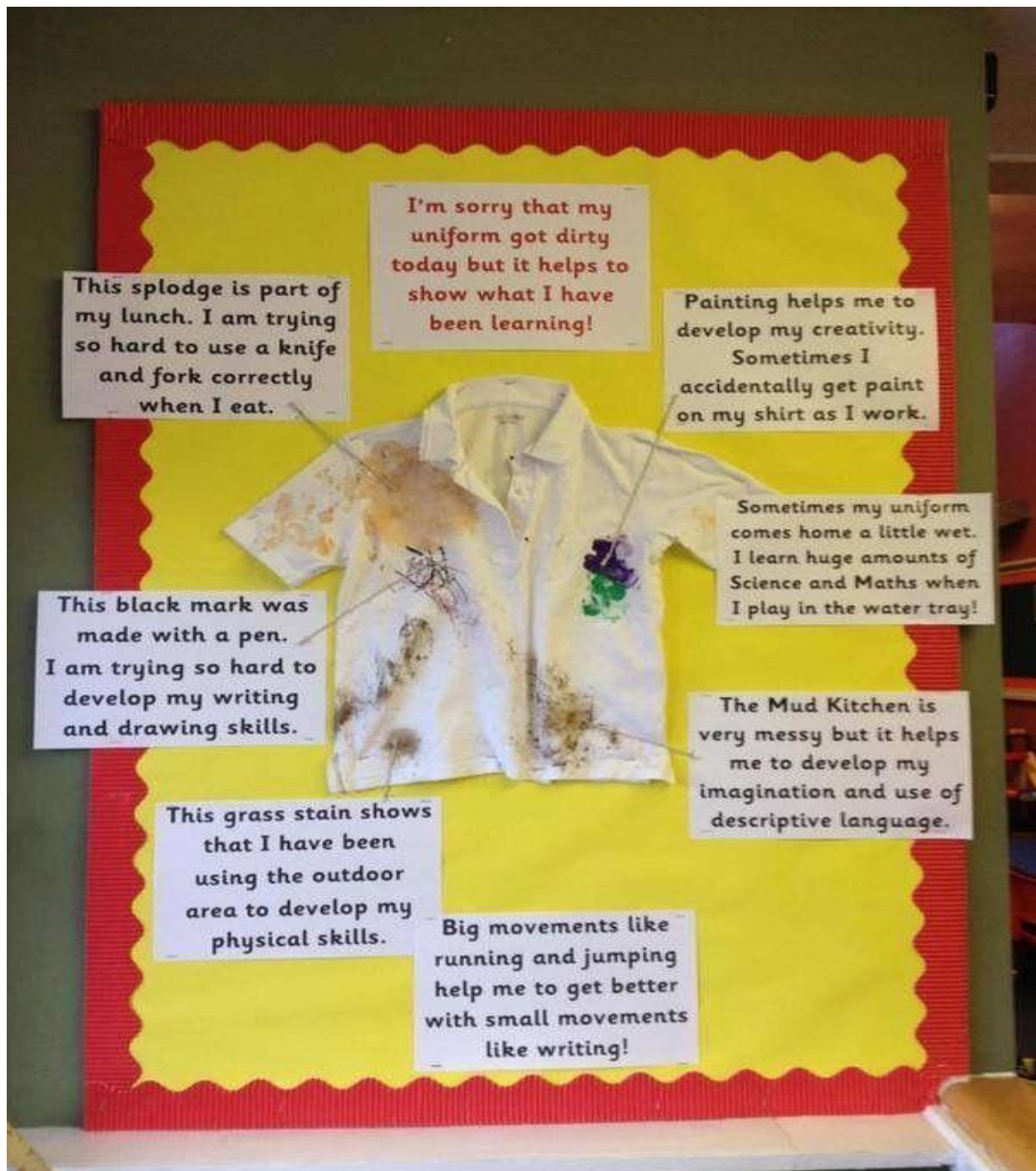
Children must have a bag of spare clothes with them every day. More than one extra set is sometimes required.

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



SNACK



Snack/Lunch 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.

When the children come in in the morning, breakfast is on offer if they haven't had a chance to eat prior to coming to nursery, or if they've only eaten a little beforehand.

Morning/All day class

All 9am – 3pm children are provided with a school lunch and a glass of water in the canteen each day. There will be two options and the children can choose their meal independently, or with the help of an adult. This can be chosen at home via the ParentPay app, or on the whiteboard/i-pad at drop off time. Menus will be displayed inside the nursery and you can also find them on the ACC website.

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 at lunch time.

Water and fruit will be provided in addition to the main meal every day.

Any child in the full day nursery who has eaten very little or nothing at lunch time, will be provided with something more substantial in the afternoon.

Learning Opportunities

During lunch/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 often help prepare snacks and self-serve as these are important learning experiences too. Children are shown how to tidy up after themselves and recycle any leftover food.

Allergies

Allergy information is completed at your child's individual induction and is discreetly 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 Personal Plan and the information can be updated.

Food Hygiene

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.

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 and how it was dealt with. This will be shared with the parents/carer at pick up time, and again, they must sign the form (which remains in nursery for our records) to confirm they were notified and are happy with how the situation was dealt with.

At the time of an accident/incident, staff will decide whether a phonecall home to notify parents is required or not, depending on the seriousness. If called, parents can either choose for their child to remain in nursery or be picked up early, again depending on the nature of the issue.

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 wellbeing flags 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'/'Time In', 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 usually 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 sets of waterproofs for the children should they be required.

Our classes usually take it in turn to visit the local library, Sheltered Housing residents (Dominies Court), 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 which you will find on the Nursery section of the school website.

https://www.playscotland.org/resources/print/Play-Scotland-Loose-Parts-Leaflet.pdf?plsctl_id=10934

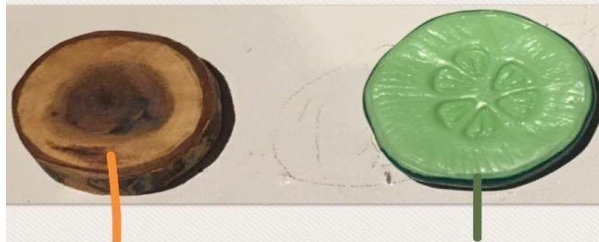


This is not a stick...

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. Nursery staff will check with parents on arrival when the UV index requires it.

The children should keep their labelled bottle of cream in their bag so it can be re-applied if necessary. In the event of your child not having sun cream, or running out of it, there will be a small supply of Nursery sun cream, but this will only be used providing parents have given permission on the Personal Plan. For your information, Nursery will always use Nivea kids factor 30 or above.

Any sun cream from home must have been used on the child previously to ensure there are no allergic reactions.

Children will be encouraged to re-apply cream themselves, however staff will be sure to monitor this and help out if necessary.

To find out more, please have a look at our Sun Safe policy on the school website.

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



In addition to following the children's interests, we also incorporate Intentional/Planned Learning into sessions on a fortnightly/three-weekly basis. Here the teams choose the learning outcomes that the children will be exposed to over the period and this will help them gauge the stage in which the child is at for that particular area of development/learning.

Although we plan these areas, this does not involve the children having to sit and complete a set task. They will have the opportunity to explore the resources/experiences on offer, and if appropriate, staff may ask to join in on the play and here they can observe and assess where the child is at and may be able to extend the learning **'in the moment'**.

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/or planned learning experiences, assessing and moving the learning on, in that moment.

The written account of **some** of these interactions will be shared on your child's Seesaw journal.

Staff spend time preparing an engaging, enabling environment with materials that will excite and interest the children. Key learning that has taken place will sometimes be recorded in the form of a Seesaw observation 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 he/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 – What does the child now know that they didn't before?

ENABLING ENVIRONMENT

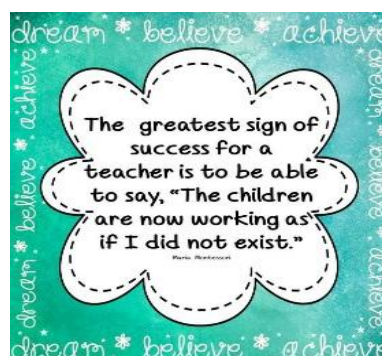
An enabling environment is one which provides a rich, varied and safe space in a setting in which children can play, explore and learn.

The environment is child-centred. The environment plays a key role in supporting and extending children's development and learning.

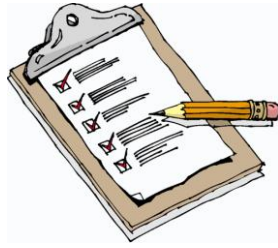
An enabling environment:

- 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.

Some of the learning that has taken place throughout the month will be shared with you via Seesaw and next steps/areas of development will often be shared so we can work on these as a team. (Home/Nursery)

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.

Report cards are issued annually too.

SEESAW



In nursery we use a communication portal called 'Seesaw'. We use this tool to share with you a 'Snapshot' of learning from the week – a simple photo or video with a caption, and throughout the month we will also share an observation explaining the learning that has taken place and the skills developed.

Parents can also do similar for any notable learning/WOW moments they have observed at home. Sometimes parents may simply wish to share some exciting news from home.

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

Sometimes Seesaw 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 Seesaw.

The Seesaw app is accessed by email and password or via an individual QR code if parents wish to post from home, and parents can only access information on their own child.

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

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

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 usually invite parents into nursery regularly for open events, 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.

We regularly issue a Question of the Month for parents. Question of the Month ensures that parent voices are heard and that any comments/suggestions are taken on board by our team to help improve our nursery.

Responses are encouraged and are much appreciated and valued.

Question of the month is usually sent via a Google Form.

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 helping deal 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

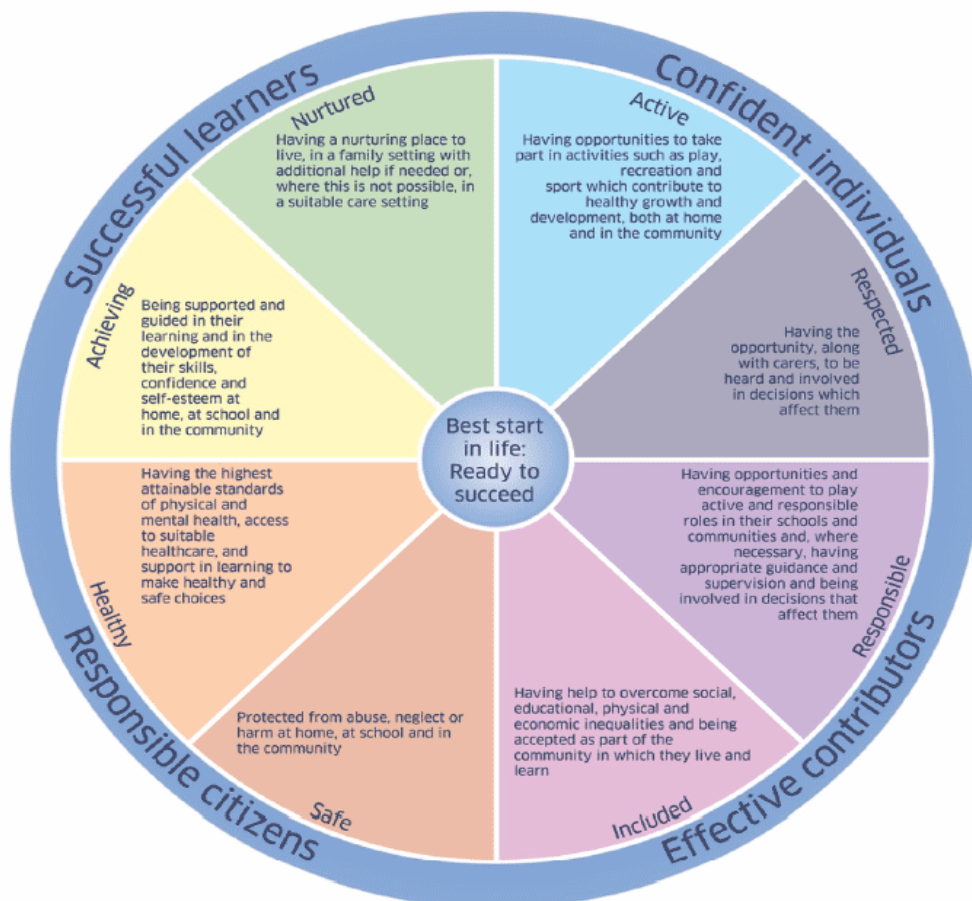
We strive to ensure our nursery is a happy and secure place – a place where everyone's needs are met and everyone has the opportunity to succeed.

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 (UNCRIC).

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

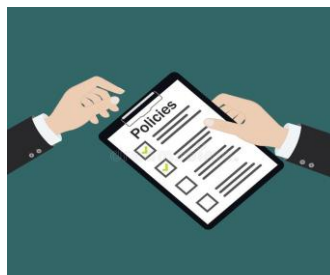


The EAL (English as an Additional Language) Service supports learning and teaching of pupils with a home language other than English (bilingual pupils) so that they can reach their full potential. Once staff have gathered the relevant information from parents at the induction meeting, the Nursery Team 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 in a grey folder, or you will find some of them 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.

If you would like to see one of our policies, please just ask a member of the nursery team.

Our current policies in place are ;

Child Protection	Codes of Conduct
Complaints	CR&D
Dealing with blood	Drop Off/Pick Up
Fire Procedure	Food safety
Handwashing	In the Moment Planning
Inclusion	Induction for new children
Infection Prevention	Intimate Care
Key Person	Lunch
Medication	Missing Child
Mobile Phone	Oral Health
Outdoor Play Risk Benefit	Outings

Personal Plan	Positive Behaviour
Qualifications/Registration	Seesaw
Self-Evaluation	Snack
Social Media	Staff Cover
Staff Induction	Sun Safety
Transition to other setting	Transition to nursery
Transition to P1	Whistle Blowing

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, Miss Devlin, either by telephone, email, or in person.
- The Principal Teacher will then report back to the complainant and try to resolve the problem.
- Parents can also speak to the Head Teacher, Mr Evans, if they feel this is required.
- 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 'continuers', do not need to re-apply for their pre-school year.

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 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

Some children may benefit from an additional year in nursery. This is not about being held back or repeating a year, but about giving each child the time and space to grow and develop at their own pace. An extra year in nursery can help children build important skills, confidence and independence, so they feel happy and ready to move on to Primary 1.

Staying in nursery for a little longer is always a positive step when it is the right choice for the child. Moving on to Primary 1 before a child feels ready can sometimes be more challenging for them, so we want to make sure every child has the best possible start to their school journey.

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 are now entitled to another year in nursery along with children who have a January or February birthday. Parents do **NOT** have to apply for this. The Early Years Team simply require notification.

I hope you have found our handbook informative and helpful. Thank you for reading!

Miss Devlin

USEFUL LINKS/INTERESTING READING

REALISING THE AMBITION

<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

CURRICULUM FOR EXCELLENCE

<https://www.daynurseries.co.uk/advice/what-is-scotlands-early-years-curriculum-for-excellence>

HOW GOOD IS OUR EARLY LEARNING AND CHILDCARE?

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_niheditself-evaluationhgielc/hgioelc020316revised.pdf

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/>