

Nursery Handbook 2010 - 2011

Welcome to St. Athanasius' Nursery Class.

The purpose of this handbook is to give information to parents about our nursery and to assure parents of our commitment to the provision of a caring, enriching environment for our children. Parents and carers are invited to play an active role in this very important stage of your children's development.

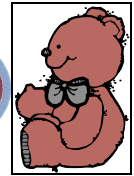
During the time your children are in the nursery they will be treated as valued members of our school and nursery community.

Your child will learn in a stimulating and caring environment where they will be encouraged to achieve their full potential.

We hope you will enjoy your time here in St. Athanasius' Nursery and look forward to working with you and your child.

Head Teacher

Francis Farrell



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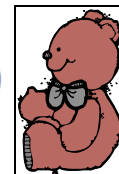
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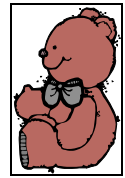
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Section 1: Establishment Aims



The Nursery aims to help children become successful learners, responsible citizens, confident individuals and effective contributors to society.

The main aim of the nursery is to provide a warm welcoming place where the children enjoy themselves, are happy and learn.

- We realise the role of parents and the home in the early education of children, and we hope to have a partnership with parents, so that we can build on, and develop what has been learned at home.
- We follow the “Learning for Living” guidelines of South Lanarkshire Council, therefore we provide:
 - a stimulating curriculum to meet the needs of learners
 - effective teaching and learning
 - equality of opportunity
 - partnership with parents, staff and the wider community

The curriculum will be flexible and responsive to the needs and abilities of each and every child and fulfil the learning outcomes in all areas. These learning outcomes are displayed on the notice board outside the nursery.

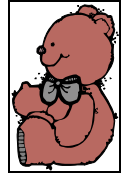
If at any time, you wish to discuss any aspect of the nursery, or your child’s progress, please speak to any member of the nursery staff.

Equal opportunities and social justice

It is Nursery policy that equal social and curricular opportunities are offered to girls and boys. The Nursery implements South Lanarkshire Council’s statement on Inclusive Education by promoting the positive value of a multi-ethnic society.

Educational provision and social opportunity is offered to all regardless of religion, race, gender or physical disability.

The Head Teacher will be happy to deal with any enquiries in this regard to help parents access information.



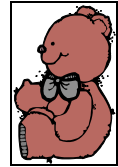
Accessibility

In line with the content and the tone of “The Education (Disability Strategies and Pupils Educational Records) (Scotland) Act 2002” we are committed to improving access to education for pupils and prospective pupils with disabilities.

We aim to:

- Improve access to the curriculum
- Promote an inclusive ethos
- Improve the physical environment to make it more accessible
- Improve the way we communicate with children and parents to ensure equality of opportunity.

Section 2: General Information



Staff Information

St. Athanasius' Primary Nursery
John Street
Carlisle
ML8 4DD

Telephone - 01555 771418
Fax - 01555 773115

Places per Session - 30

Age ranges of Pupils - 3-5 Years

Head Teacher - Mr. F. Farrell
Principal Teacher - Mrs. B. Callan
Nursery Teacher - Mrs F. Fitzpatrick
Early Years Practitioner - Mrs. S. Reilly
Early Years Practitioner - Mrs. L. Kane (Mon/Tues)
Early Years Practitioner - Mrs. E. McPhail (Wed/Thurs/Fri)

Nursery Hours - Morning Session: 9.00a.m. – 11.30a.m.
- Afternoon Session: 1.00p.m. – 3.30p.m.

Each child is entitled to 2½ hours nursery provision per session.

Application forms for the Nursery are available from the school office.
Admission to the Nursery is decided by an Area Admissions Panel.
Early Years Tel. 01698 454462

Details of holidays and in-service days

See appendix 1



Suitable Clothing



We suggest that your child wears comfortable clothing and soft-shoes in the nursery. There is paint, sand, water and glue etc., in the nursery, so play clothes are a good idea. Nursery uniform is available from the school office. Please ensure that your child's name is written on all labels. Jewellery should not be worn for safety reasons.

Please also make sure that your child has suitable outdoor clothing as children participate in daily outdoor activities.

Enrolment Procedures

Parents may enrol their child after his/her second birthday. Application forms are available from the school office.

When your child has been allocated a place in the nursery, you will receive a letter notifying you of a starting date. At this visit you will be given information about the nursery and time to complete the appropriate enrolment forms.



Key Worker

Your child will be allocated a member of staff who will be responsible for your child during their time in the Nursery. Your child will spend quality time with their Key Worker and they will get to know each other very well. You can speak to your child's Key Worker at any time about your child's progress and development.

Attendance

Children are expected to attend the 5 sessions allocated to them. Parents are asked to contact the school in event of absence.

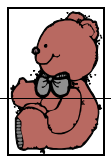
Arrival and collection of children

Parents are always welcome in the Nursery. On arrival at Nursery, entry can be gained by using the buzzer system. On entry to cloak area, parents should encourage their child to change their outdoor shoes for their sandshoes. Sandshoes should be stored underneath the hooks for jackets in the spaces provided. Outdoor shoes should be pegged together and placed in the child's allocated space. Children's jackets should be placed on peg which is labelled with child's name.

There is a register outside the Nursery. Please sign the boxes opposite your child's name and write the time of arrival and departure.

Most children are then quite happy to go into the Nursery by themselves, but if your child is unsettled, you are welcome to come in and wait until they settle.

Only adults authorised by you the parent can bring or collect your child to/from the Nursery. Any changes to the named adults must be notified to Nursery office or school. **Only a person over 16yrs of age can leave or collect a child from the Nursery.**



Parking

Parents with babies and younger children may use the dropping off point outside the nursery entrance when bringing or collecting their child from nursery. When on foot, please use the pedestrian gates and footpaths for access.

Settling-in

When children first begin nursery, it is usual to phase them in gradually, leaving them for less than the full session, and then increasing the time. The nursery staff will discuss this with you and together reach the solution which is best for your child.

Outings

When outings are planned, the nursery staff will inform you in advance. When your child starts at nursery, you will be asked to fill in a general consent form, but each outing will require a signed consent form. If these forms are not signed and returned the child cannot leave the school to take part in the outing.

Emergency closures

In the event of severely inclement weather or a major incident, the nursery children would be sent home. Please ensure that we have an up to date telephone number where someone could be contacted and asked to come and collect the child. If the school was evacuated, the children would be taken to Carluke Community Centre and parents contacted by the Head Teacher.

Establishments may be unable to open if affected by severe weather or difficulties with power supplies or heating. In this event we will do our best to keep you informed of details of the closure and re-opening. In really severe weather it is best to phone and check first before setting out.

Snacks



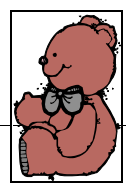
St. Athanasius' Nursery is a Health Promoting Nursery and promotes a programme of healthy eating. The children have a snack during each session. This is usually fruit and vegetables. The children are offered milk to drink with water as an alternative. If your child has any special dietary requirements please inform the nursery staff.

Our daily snack menu is displayed on our notice board.

There is a voluntary contribution of **50p** per day. This money is used to buy snack food and other requirements i.e. cloths, cleaning materials. All money collected is used for the benefit of the children.

Transfer to Primary

To make the transition from nursery to primary as simple as possible, we would encourage parents/carers to visit the school which their child will attend on any Induction Days which are offered. Information at the transition stage will be passed to the appropriate primary school for each child in order to promote a positive start to the next stage in your child's learning and ensure continuity of learning.



Section 3: Medical Information



Medication

Parents are requested to inform the school of any particular medical requirements their child might have. If your child is in need of medication during his/her time at Nursery, you should inform the Nursery Teacher. Prescribed drugs will be given at the discretion of the Head Teacher. You will need to complete a consent form authorising a member of staff to administer the medicine.

Non-prescription medicine will not be administered under any circumstances.

Illness/Infections



Please notify the school if your child is not well enough to attend Nursery. Children with infectious or acute illnesses or receiving antibiotics should not attend Nursery until they are well. This prevents the spread of germs among other children and families.

If your child becomes ill or has an accident in Nursery and if the matter requires it, you may be contacted either by home telephone number or, if necessary, through the Emergency Contact Number.

It is vital that the school has a current emergency contact number for each child.

Minor accidents and upsets

Your child will be treated with care. A first aider is also available in school. You will be advised of any accident and be asked to sign the internal accident book to acknowledge the report.



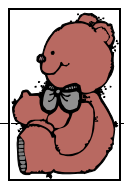
Visits to the establishment by medical staff

The oral health educator visits the nursery to introduce the children to the tooth brushing programme. She discusses good eating habits as well as issuing toothbrushes and toothpaste for use in the nursery.

Child Protection

All South Lanarkshire education establishments have procedures and guidelines in relation to the identification and protection of children at risk.

All staff in the Nursery have received Child Protection training and are required to fulfil their professional and contractual obligation to report grounds for concern.



Section 4: The Nursery Curriculum

Curriculum principles

‘The early years curriculum should:

Celebrate the unique individual potential of every child by

- Promoting equality of opportunity: valuing and reflecting all children’s racial origins, gender, family grouping, cultural, social and linguistic backgrounds and abilities
- Celebrating the child’s achievements and responding to the child’s interests, concerns and needs.
- Recognise the rights of children
- Promoting self esteem and independence

Acknowledge that the whole child grows and learns

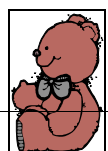
- Social, emotional, physical, intellectual and aesthetic development is interdependent.
- Variations in pace and timing of growth and learning are taken account of.
- Learning is integrated – making links and connection is crucial

Recognise that early childhood is a distinctive and valuable period of life and learning

- The curriculum should reflect the overlapping nature of development of the baby, the toddler and the young child.
- Young children learn most effectively in active, meaningful contexts.
- The curriculum should promote a continuum of learning from 0-5 and beyond.

Acknowledge that parents and family are integral to the child’s life

- Recognise parents as key educators
- Recognise the influence of the social, cultural and physical learning environment of the home and community.
- Respect parent’s aspirations
- Build on and develop what the child has learned at home
- Share information on children’s experiences and learning with parents.
- Work together to support the child.’



Nursery curriculum



The nursery curriculum offered is based on national and local authority advice.

The curriculum addresses the key aspects for children's learning and development as detailed in South Lanarkshire Council's "Learning for Living" document and the national guidelines "Curriculum for Excellence 3-18".

The nursery curriculum is designed to promote depth and breadth of learning across all areas and provide learning experiences, suited to the needs and developmental stages of every child.

We aim to help develop the 'whole child'.

1. Emotional, personal and social development.
2. Communication and language.
3. Knowledge and understanding of the world.
4. Expressive and aesthetic development.
5. Physical development and involvement.

EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT

The way that children feel about themselves affects the way they approach all learning and the way they behave toward others. Staff encourage and support all children to develop self-esteem and self-confidence. The features of the curriculum are practised regularly in the nursery. Children enjoy the social experience of snacks and cultural celebrations.

Other Features are:-

- Develop confidence, self-esteem and a sense of security.
- Care for themselves and their personal safety.
- Develop independence for example in dressing and personal hygiene.
- Persevere in tasks, which at first present some difficulties.
- Express appropriately feelings, needs and preferences.
- Form positive relationships with other children and adults, begin to develop particular friendships.
- Become aware of and respect the needs and feelings of others in their behaviour, and learn to follow rules.
- Make and express choices, plans and decisions.

- Play co-operatively, take turns and share resources.
- Become aware that the celebration of cultural and religious festivals is important in peoples' lives.
- Develop positive attitudes towards others whose gender, language, religion or culture, for example, is different from their own.
- Care for the environment and for other people in the community

COMMUNICATION AND LANGUAGE

(talking, listening, reading, writing)



The development of children's language skills is central to their abilities to communicate in relationships and learning, to understand ideas, to order, explore and refine their thoughts.

Children are encouraged to express their own needs; thoughts and feelings during play activities and are given opportunities to talk for a wide variety of purposes.

In the nursery, children will have opportunity to experience the following features of the curriculum:

- Have fun with language and making stories
- Listen to other children and adults during social activities and play
- Listen with enjoyment and respond to stories, songs, music and rhymes, and other poetry
- Listen and respond to the sounds and rhythm of words in stories, songs, music and rhymes
- Pay attention to information and instructions from an adult
- Talk to other children or with an adult about themselves and their experiences
- Express needs, thoughts and feelings with increasing confidence in speech and non-verbal language
- Take part in short and more extended conversations
- Use talk during role-play and retell a story or a rhyme
- Use language for a variety of purposes, e.g. to describe, explain, predict, ask questions and develop ideas
- Use books to find interesting information

- Recognise the link between the written and spoken word
- Understand some of the language and layout of books
- Develop an awareness of letter names and sounds in the context of play experience
- Use their own marks to express ideas and feelings
- Experiment with symbols, letters and in some cases, words in writing
- Recognise some familiar words and letters, e.g. the initial letter in their name

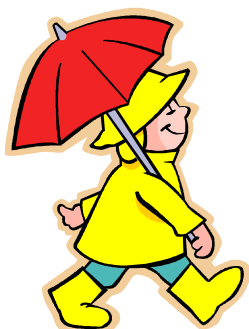


KNOWLEDGE & UNDERSTANDING OF THE WORLD

(Science, history, geography, maths etc)

Staff plan activities, to help children with counting. They say number names in games and rhymes and begin to recognise numbers and count with understanding. Children sort, match and put things into order of size or position during play.

Simple experiences promote discovery and investigation in sand, water and cooking, this develops observational skills and appreciation of change and the properties of materials Interest in the environment and nature is encouraged.



- Develop their powers of observation using their senses
- Recognise objects by sight, sound, touch, smell and taste
- Ask questions, experiment, design and make and solve problems
- Recognise patterns, shapes and colours in the world around them
- Sort and categorise things into groups
- Understand some properties of materials, e.g. soft/hard, smooth/rough
- Understand the routines and jobs of familiar people
- Become familiar with the early years setting and places in the local area
- Become aware of everyday uses of technology and use these appropriately (scissors, waterproof clothing, fridge, bicycle)

- Be aware of daily time sequences and words to describe/measure time for example snack time, morning, first, next, clock
- Be aware of change and its effect on them, for example their own growth, changes in weather, trees and flowers
- Care for living things, for example plants, pets at home
- Be aware of feeling good and the importance of hygiene, diet, exercise and personal safety
- Develop an appreciation of natural beauty and a sense of wonder about the world
- Understand and use mathematical processes such as matching, sorting, grouping, counting and measuring
- Apply these processes in solving mathematical problems
- Identify and use numbers up to 10 during play experiences and counting games
- Recognise familiar shapes during play activities
- Use mathematical language appropriately to learning situations

EXPRESSIVE & AESTHETIC

(art, music, dance, drama, role play, creativity)

Expressing and creating ideas, feelings and imagination as well as having opportunity to enjoy all manner of sounds, sights, shapes and textures are vital parts of the young child's development.

Wide ranges of experiences encourage children to make choices in their creativity. Painting, clay and puppetry; collage, music and movement; dancing, singing and role-play allow your child's natural creativity to emerge. Pens crayons and pencils are always available.

Expressive and aesthetic development and learning is supported in these features:

- Investigate and use a variety of media and techniques such as painting, drawing, printing and modelling with fabrics, clay and other materials
- Express thoughts and feelings in pictures, painting and models
- Use role-play or puppets to recreate and invent situations
- Use verbal or non-verbal language in role-play
- Listen and respond to sounds, rhythms, songs and a variety of music

- Make music by singing, clapping and playing percussion instruments
- Use instruments by themselves and in groups to invent music, which expresses their thoughts and feelings
- Move rhythmically and expressively to music
- Participate in simple dances and singing games



PHYSICAL DEVELOPMENT

(health, safety, fitness, spatial awareness, large muscle movements, small muscle movements, indoor/outdoor play)

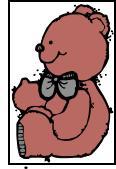
Physical Development is important for promoting health and wellbeing in the growing confidence and enjoyment that physical play provides. Physical play opportunities allow children to work individually and alongside others, sharing games and resources, co-operating, negotiating and learning fairness, turn taking and respect for others. A wide range of opportunities allows children to practice a range of skills.

These are:

- Enjoy energetic activity both indoors and out and the feeling of well being that it brings
- Explore different ways in which they can use their bodies in physical activity
- Use their bodies to express ideas and feelings in response to music/imagination
- Run, jump, skip, climb, balance, throw and catch with increasing skill and confidence
- Co-operate with others on physical play and games
- Develop increasing control of fine movements of their fingers and hands
- Develop an awareness of space
- Be safe in movement and in using tools and equipment
- Be aware of the importance of health and fitness

Children also have daily opportunities to develop fine control of their fingers/hands through jigsaws, drawing and small world toys.





Assessment and Reporting

Nursery staff regularly observe and record the children's progress in order to identify areas where the child may require additional learning experiences. We proactively use formative assessment in the Nursery in order to involve the children in their own learning. Staff use careful questioning techniques and encourage the children to comment and assess their work.

This information is recorded in a running record in the form of the Plan for Individual Learning. You may see this record at any time. Staff and parents can discuss a child's progress informally on a daily basis. Other opportunities for sharing information take place usually in November and May when parents are invited to meet with staff to discuss their child's progress. You will receive a settling-in report after your child has started nursery and a further two formal written reports in the form of an ante pre-school and a pre-school report.

Section 5: Parental Partnership

Establishment aims for the promotion of partnership

We appreciate that parents are the prime educators of their children and as such have an important role to play in their continued education. We exchange information, share ideas and aim to develop informal relationships with the parents.

Ways to become involved:

- Become a Parent Helper
- Join our PTA/School Council
- Use drop off and collecting times to have a chat with staff
- Encourage your child to tell you about their day at Nursery
- Give comments and feedback
- Take time to read our notice boards/folders etc.
- Contribute ideas to children's topics
- View children's comments and ideas recorded on the board in the cloakroom or in the "big books" which contain photos of the children's work
- Attend parent meetings/workshops



Working together to promote positive behaviour

The aim of the nursery class is to develop positive relationships based on mutual respect.

Simple rules are explained to the children thus encouraging acceptable behaviour.

Praise and encouragement are promoted.



News/notices

Any important notices are displayed on the nursery notice board. The nursery staff issue regular newsletters/fliers informing the parents/carers of forthcoming events, and the children also receive the school newsletters. These can also be accessed via the school website.

There is a box for Parent's comments on the table outside the Nursery. Please feel free to make suggestions or write comments either signed or unsigned.

Policies and procedures are in place in the Nursery to offer guidelines to staff and ensure the continuity of good practices and health and safety for all. These are reviewed and evaluated each year and updated where necessary. Our Policies and Procedures folders are available to read in the cloakroom.

N.B. Communication is only effective as a two way process – newsletters, noticeboards are there for a purpose – please read themthey give vital and useful information.



Confidentiality



All information about your child is confidential. Any written information is kept in a locked drawer, or stored in the school's central computer which can only be entered by using a password. This information will not be given to anyone else without parental permission.

The Nursery Teacher and/or Early Years Practitioner will not discuss any child's progress, behaviour etc., with anyone other than the parent, unless the parent has asked for information to be passed on to whoever collects the child.

If you wish to discuss formally your child's behaviour, please ask for an appointment with the Nursery Teacher, so that a convenient time can be arranged for a private meeting.

Open access

The Council's policy is that when Head Teachers are approached by the parent or guardian of a pupil with a request to see the child's record the information must be disclosed. It is common practice for parents to be invited to school to discuss their child's progress and to be fully informed of the contents of written reports. Good practice is based on the full co-operation and involvement of parents in the education of their children, and a free open exchange of information is essential to the development of a progressive professional relationship.

In our school we promote a very open approach in dealing with parents and pupils. We fully endorse the Council's policy on Open Access.

Section 6: The Wider Community



The establishment and the community

St Athanasius' Nursery Class, has close links with the community. Good relationships have also been established with local police. The local Health Centre plays an important role in the re-enforcing of health issues.

Links with primary schools

We liaise with local primary schools and share information about the children who will be attending their school.



Section 7: Other Information

Care Commission

The National Care Standards cover services for children and young people up to the age of 16 years which are required to be regulated under the Regulation of Care(Scotland) Act 2001.

In respect of this the nursery will undergo an inspection from the Care Commission every two years.

Further information concerning national care standards is available from the Head Teacher.

Photography and the media



From time to time children have their photographs taken by the local press for perhaps being involved in a special project. In addition we also take photographs of the children, showing the work of the nursery. You will be asked when your child starts Nursery to give your permission in writing before we take photos. Any parent not wishing their child's photograph to be used in this way should notify the Head Teacher in writing and this information will be recorded.

Complaints

A clear notice is available for parents informing them that we welcome complaints as part of our commitment to continuous improvement.

The notice invites parents to discuss issues with a staff member or the Head Teacher. The notice also gives contact addresses for the Council Early Years manager and the Care Commission.

A complaints book is available for inspection and monitoring purposes. Justified complaints should lead to change.

The complaints book is readily available to parents but individual comments will be considered confidential.



The person making the complaint should be informed of any action being taken as soon as possible but in any case before **28 Days** have elapsed.

Information relating to complaints within the last 12 months must be kept and made available to the Early years manager and/or the Care Commission.

If however, you are still not satisfied, please contact.

Morag McDonald
Early Years Manager
Council Offices, Floor 6
Almada Street
Hamilton
M13 0AE

The Care Commission
South West Region
Princes Gate
Castle Street
Hamilton
ML3 6BU

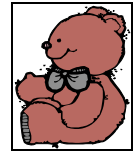
Data protection

The nursery class, like the rest of the school, adheres to the South Lanarkshire Data Protection Policy which conforms to the Data Protection Act 1998.

In order to provide an efficient service which meets the needs of our children and parents we need to collect and store information, much of which is confidential eg., medical information, family information, information about educational progress etc.,

The Principles of the Data Protection Act require that personal data must be:

- Fairly and lawfully processed
- Used for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Not kept longer then necessary
- Secure
- Processed in accordance with the subjects rights



Disclaimer on changes to information given

Although the information in this handbook is correct at the time of printing, there could be changes affecting matters dealt with in it, either before your child's placement begins or during the course of their placement. The Head Teacher of the establishment will tell you of any important changes to the information.

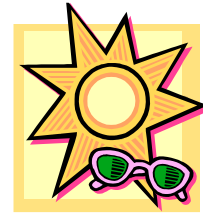
Appendices

Appendix One: School Holidays

School Holidays 2010 - 2011

Pupils return Monday 16 August 2010

Close Friday 8 October 2010
Re – open Monday 18 October 2010



Close Thursday 23 December 2010
Re – open Wednesday 5 January 2011

Close Friday 1 April 2011
Re – open Monday 18 April 2011

May Day Monday 2 May 2011



Local Holidays Friday 24 September 2011
Monday 27 September 2011

Monday 14 February 2011
Tuesday 15 February 2011

Friday 22 April 2011
Monday 25 April 2011

Friday 27 May 2011
Monday 30 May 2011

Close Friday 24 June 2011

In-service Days Thursday 12 August 2010
Friday 13 August 2010
Tuesday 28 September 2010
Monday 15 November 2010
Friday 11 February 2011
Tuesday 3 May 2011

