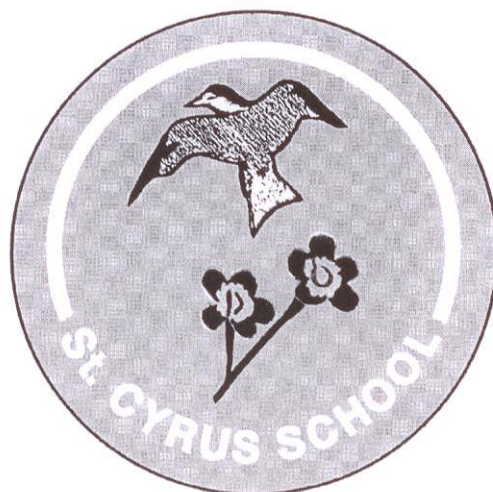


# ST CYRUS NURSERY



**December 2017 – December 2018**

**Aberdeenshire**  
COUNCIL  **Education and Children's Services**

# St Cyrus School Nursery

## Nursery Vision

"We will provide a nurturing and rich environment, with all the elements in which children can flourish and become who they are truly meant to be."

We aim to achieve our vision by...

- Providing a nurturing nursery experience which allows children the space to add depth and breadth to stimulating play and learning experiences, within the Curriculum for Excellence. Children will be encouraged to engage in two way conversations with their peers and their adults to help them form their own opinions, make their own decisions and develop their ability to reason, problem solve and make conclusions.
- Surrounding our children with caring, professional adults who will facilitate learning, by giving them the space and time they need to explore and learn for themselves, while acting as a reassuring anchor during the provision of that learning. We understand that all children are individuals with differing needs in learning and care. Adults will get to know and understand all of our children and support them as they develop at their own pace and in a way that is meaningful to them. We will encourage and motivate each child to take their own next steps in learning and development, through the use of clear language, singing, music, role play and challenge.
- Ensuring we have a welcoming balance of nurture, play and learning for our children - a place where staff know them and their families and show that we care. The nursery environment will support free choice of play and learning both indoors, outdoors and beyond - at our Forest School site. These learning environments will provide nurturing, safe and stimulating spaces for children to live, play, learn, face challenges and progress their learning. All of our learning environments reflect an understanding of the need for quiet spaces where children can rest and reflect on their own and with others.

These aims and values have been written after reflection on "Building the Ambition - National Practice Guidance on Early Learning and Childcare - Children and Young People (Scotland) Act 2014" and the consultation of our parents, carers and children.

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### **CONTENTS IN SCHOOL HANDBOOK APPLICABLE TO NURSERY**

*(Please refer to School Handbook for an overview of these and other related issues)*

Admissions, Induction and Transition Policy  
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School Vision, Value and Aims

## ***A BIT ABOUT US!***

St Cyrus Nursery is run by Aberdeenshire Council as a Local Authority Nursery Unit. It provides 40 places for pre-school children during morning and afternoon sessions, and is staffed accordingly.

St Cyrus Nursery was constructed during the summer of 2001 and opened in October 2001.

St Cyrus Primary School was built in 1867 and extended in 1990. The current roll fluctuates between 160-170 pupils.

We were inspected by the Care Inspectorate in February 2017 and achieved the following grades:

Quality of Care and Support:	6 – Excellent
Quality of Environment:	5 – Very good
Quality of Staffing:	6 – Excellent
Quality of Management and Leadership:	5 – Very good

## ***STAFF***

These are the people you will meet when you come to the Nursery:

Head Teacher	-	Mrs Isla Mann
Depute Head Teachers	-	Mrs Charlotte McWhinnie Mrs Alison Millard
Early Years Lead Practitioner	-	Mrs Bev Rae
Early Years Practitioner	-	Miss Jodi Scott
Early Years Practitioner	-	Miss Amber Geraghty
Administrator	-	Mrs Thea Openshaw
Admin Support Assistant	-	Mrs Sue Rore

We might also, on occasions, have a nursery nurse student or student teacher on placement in the Nursery.

## ***OPENING TIMES***

Monday – Friday: 8.45 a.m. - 11.55 a.m. and 12.20 p.m. – 3.30 p.m.

Please collect your child promptly from nursery.

**No smoking** policy - Please note that the school premises/playground are designated a no smoking zone.

## **PARKING**

We have very limited available parking within the front car park area. A parent “drop off” facility is therefore provided.

Nursery parents should also use the “drop off” area in front of the school (beside the church)

Children/Parents/Carers who walk to school should use the pupil entrance gate on Beach Road. Children must never cross the school car parks to gain entry to the school grounds unless they are accompanied by a parent/guardian.

## ***ROUTINE OF SESSION***

8.45 a.m.-11.55 a.m.	Arrival and welcome
12.20 p.m.-3.30 p.m.	Registration/Good Morning/Afternoon/Weather/Sharing Free-play (indoors/outdoors) Staff facilitated activities when appropriate Toilet routine and snack Staff facilitated activities when appropriate Tidy up time Gathering Corner – story/songs/rhymes/quiet time Home time /Nursery closes

**PE** – There will be one PE session per week – inside in the nursery room or school hall or outside.

## ***SNACK***

Snack is a very important part of the Nursery experience. The cost is £0.50 per day. We prefer payment to be made on a termly basis but please see the school office if this is not possible and weekly payment can be arranged. Annual payment can also be arranged if required.

The food provided constitutes a varied and balanced diet. Fresh fruit and vegetables are always available. During their time at Nursery, children will help to prepare snack, serve and tidy up. A drink of milk or water is provided daily.

**IF YOUR CHILD IS ALLERGIC TO ANY FOOD PLEASE DISCUSS THIS WITH NURSERY STAFF.**

## ***NURSERY DRESS***

Children should be dressed in comfortable play clothes, which are easy to wash. Trousers should be pull-on variety and not have tight buttons or belts, which can be frustrating for small children striving to become independent.

They will need:

1. Lightweight shoes e.g. elasticated gym shoes/Velcro trainers for indoor wear. (Children should change into these on arrival at Nursery unless told otherwise by Nursery staff – shoes ON/OFF is indicated on notice at entrance door.)
2. Appropriate outdoor clothing – we aim to get outside each day. During cold winter weather we strongly advise that your child wears insulated soles in their footwear, especially at Nature Nursery. Wellington boots are not warm enough for cold temperatures.
3. A complete change of clothing in a bag to hang on their peg.

**PLEASE** have these marked/labelled in some way so that, you, your child and Nursery staff can recognise her/his own things. Lots of green sweatshirts and shoes can get mixed up!

A Nursery sweatshirt is also available to order from the school. Please speak to nursery staff if you would like an order form.

### ***SUN PROTECTION***

We must ensure protection of the children from the sun during outside play in the summer. Each child should have a cap, preferably with a neck flap and also have a long sleeved T-shirt or nursery sweatshirt for outside play.

Parents/carers should apply sunscreen before or on arrival at Nursery.

### ***SETTLING INTO NURSERY***

How can parents/carers help children settling into Nursery?

- Talk with your child about what he/she has been doing in Nursery
- Check all the Nursery notice boards to obtain information about the daily/weekly activities being undertaken in the Nursery
- Look at the information in the entrance area

Feel free to talk to the Nursery staff at any time and ask any questions. Sometimes we may have to make a further appointment to discuss a concern/query.

### ***BEING INVOLVED***

We actively encourage parents and carers to become involved in all aspects of the Nursery. If you wish to do this you would need to go through a PVG check. You are always welcome to come to the Nursery and read, paint, cook or to do activities you enjoy.

We also keep you up to date and involved by holding parent consultations, occasional open mornings and Learn through Play mornings.

There are many other ways in which we appreciate parents/carers being involved in the Nursery. You will be invited to participate in outings and end of term events. If you can play a musical instrument or have another skill you can share with the children, please tell us.

## ***PARENT/CARER INVOLVEMENT***

### ***Parent Councils***

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.

Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home – setting the table, making a shopping list, tidying their bedroom etc.
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills though reinforcing the need for manners and politeness

2. Home/School Partnership:

The home/school partnership is essential to ensure that the child gets maximum benefit from its school experiences. You can support this by:

- Volunteering with an aspect of school life (please note that all volunteers need to undertake a PVG (formerly known as disclosure) check.
- Supporting the school in upholding its discipline and school values
- Completing audits that are sent to you seeking your views and opinions on how the school operates

3. Parental Representation:

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum
- The Parent Council assists the school in developing an annual improvement plan

- They can comment upon and suggest add on to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year
- Take a lead role in fundraising initiatives
- You can find out more about your Parent Council by contacting the Parent Council Chair via the school.

### **Communication**

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

A school newsletter is sent home on a regular basis, detailing information about school events and activities.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please speak to nursery staff, and an appointment to meet will be arranged at a mutually convenient time.

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team, exchanging information about your child's day in Nursery or information from home that you feel is important for the Nursery team to be aware of.

Each child has a Learning Journey which is an on-going report of their progress in nursery. These are available to take home at any time – please ask a member of staff if you wish to do so.

Other means of communication can include curricular evenings (if appropriate), open days, "Come to Learn through Play" sessions, end of term gatherings, the school website and the local and national GLOW website. The school website address is [www.st-cyrus.aberdeenshire.sch.uk](http://www.st-cyrus.aberdeenshire.sch.uk).

### **PARENT/CARERS CONCERNS**

We feel that any home/Nursery concern is very important. Therefore, as parents/carers, if you have any concerns regarding any aspect of the Nursery, please feel free to contact Nursery staff in the first instance. Thereafter, Mrs Isla Mann (Head Teacher) is your contact.

### **OUR APPROACH**

At St Cyrus Nursery we believe that children learn best through play. Play is the most natural way in which young children learn with enjoyment and challenge. It is crucial that children direct their own play and for this they need time and space in order to become deeply involved in their learning. Sometimes their play will be boisterous, sometimes quiet and reflective. Members of staff work together to plan for indoor and outdoor play based on their on-going observations of the children and their interests. A range of appropriate materials and equipment is freely available to enable independent and active learning. Staff work alongside children whilst they play, observing, supporting and extending the learning.



We are an indoor and outdoor nursery. Real world learning takes place in all these environments. We have two garden areas and we run our Nature Nursery sessions fortnightly from one of these.

Our approach to learning encourages children to become problem solvers, decision makers and to be independent. This approach enables children to play, organise and carry out their own experiences in consultation with adults and other children. Children can only become independent if they are able to make decisions without referring to adults. We enable children to achieve independence by allowing them choice with adult support rather than adult direction.

We believe that children should be empowered to make their own plans and decisions.

Children are usually interested in the process of doing/making something rather than the end product. We also acknowledge that children are individuals so what they do or make will be individual. At St Cyrus Nursery, children are unlikely to take home identical creations unless they themselves have chosen to do the same as someone else.

In our setting children make plans and choices according to their own interests and needs, finding equipment and resources to further their learning. Adults at Nursery support children carry out their plans by observing and listening to them and by encouraging children to extend their ideas and complete their plans.

It is important for staff to observe and record what children are doing because observations inform them how children are developing and in what ways they need support. We will also seek your child's view of their own learning development along with your own views as their parent/carer. All of this information will be used when planning your child's next steps in learning.

### ***GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)***

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it right for every child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to;

<http://www.aberdeenshire.gov.uk/about/departments/girfec>

## **CHILD PROTECTION**

All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount.

Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

Protecting children and young people is a priority for Aberdeenshire Council.

**It is everyone's job to ensure that children are kept safe.** Schools are required to report any suspected child abuse to appropriate services such as Police Scotland and Social Work.

'Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.'

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

(From the National Guidance for Child Protection in Scotland 2014)

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children with the essential information about protecting children from harm.

Where parents or a member of the public have concerns about the safety or protection of any child they can contact:

The school and ask to speak to the head teacher or a senior member of staff;  
Police Scotland by dialling 101 (This number is in operation at all times)  
or

The local Social Work Office by dialling one of the numbers below during office hours  
or if calling during evenings and weekends 08458400070.

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

For further information please go to the Aberdeenshire Council website  
[www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) .

All Education & Children's Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education & Children's Services Guidelines can be accessed through:

<http://www.aberdeenshire.gov.uk/parents/carers/ChildProtection.asp>

Your child's early years are the stage in their lives when they make connections with their families and with those who care for them. Children who have a loving and secure relationship with their close adults learn to be resilient and independent, and will flourish mentally, emotionally and physically.

At St Cyrus we will nurture our children in a variety of ways to form a safe and secure foundation, where they trust their adults. This will support them on the start of their lifelong journey through learning.

- We will make children feel safe by meeting their basic needs, eg, providing a warm, clean environment, providing nutritious snacks, clean toilets etc
- We will show our children that we love them through praise, smiles, eye contact, listening and talking
- Hugs make your child feel safe and comforts them. Where a child indicates that they would like to be hugged, staff will do so in an appropriate manner. All staff fully understand their duty of care to the children, are PVG checked and have completed their child protection training
- We will be generous with praise and will gently support your child throughout their learning
- Through smiles, we will show children that they are loved, included and that we are connected with them
- Good eye contact will reassure our children that they are important
- Active listening and engaged talking, shows our children that we care for them and that we care about them
- We will listen to and engage with our children's parents/carers and support them whenever necessary

"Forming and reinforcing connections between the brain cells are the key tasks of early brain development which is partly determined by the genetic code, but is then supported by and influenced by relationships and the environment" Suzanne Zeedyk- Senior Lecturer in Developmental Psychology at Dundee University

Nurturing is a key component of GIRFEC – Getting it Right for Every Child

## ***THE LEARNING JOURNEY FOLDER***

By observing and recording your child's achievements in your child's Learning Journey Folder we can plan for your child's holistic development.

### *What is a Learning Journey?*

A Learning Journey is an individual record of children's learning which integrates various forms of assessment

### *Effectiveness*

To be effective, Learning Journeys need to be embedded in the learning process.

Effective Learning Journeys should be underpinned by various assessment strategies and observations in various formats.

For Learning Journeys to be effective, children have to feel some sense of ownership over their achievements and the personal aims they set.

*What are the main aims of implementing Learning Journey's in the Nursery?*

- To make the Learning Journey processes central to the child's learning experience
- To achieve the objectives of the Curriculum for Excellence
- To ensure that the principles of GIRFEC are embedded in every aspect of your child's learning
- To encourage children to play a more active part in their own learning
- To create stronger partnerships with parents/carers and facilitate the reporting process
- To support achievement and attainment in a personalised way
- To aid transition to P1 and connect the whole Early Years learning, i.e. Nursery and P1

## **POSITIVE BEHAVIOUR**

Nursery aims to provide a caring and safe environment where each child is respected as an individual and treated consistently and fairly. The Nursery emphasis is on promoting good, acceptable behaviour. Staff set clear consistent boundaries and ensure that children are reminded of rules and limits on a regular basis.

### **Encouraging positive behaviour**

Acceptable behaviour will be praised and reinforced with positive attention. We encourage the children to follow the golden rules of our nursery which encourages mutual respect and learning in a warm and loving environment.

### **Physical Restraint**

Children will never be physically restrained unless it is the only practicable way of protecting the child or others. (Parent/carer will always be informed if this has been necessary.)

## **HEALTH CARE**

By sharing information, parents/carers and Nursery staff can make sure that the Nursery provides the most appropriate care and education for each child. Please inform us of any allergies, intolerances, medication, etc.

## **SUPPORTING PUPILS WITH MEDICAL NEEDS**

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered

outwith the school day, i.e. in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture.

However, pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

### ***SICK CHILDREN***

If your child is unwell please keep him/her at home. If Calpol, for example, is needed to aid your child's recovery, then your child should not attend Nursery (First Aid advice).

### ***TOOTH BRUSHING***

We regularly talk about the importance of looking after our teeth and take part in the "Childsmile" tooth brushing system. We brush our teeth regularly at Nursery and are monitored by a Childsmile representative.

### ***SAFETY IN NURSERY***

Our aim is always to have an awareness of the safety of the children in nursery. As part of this process we engage the children themselves in becoming aware of risk. We are a risk aware nursery rather than risk averse.

Children require to develop life skills which they can apply throughout their learning.

- We risk assess situations with children and staff
- We all agree on the boundaries of expected behaviour in risky situations
- We record this in our Floor Book
- Nursery staff fully understand their duty of care towards the nursery children
- We have an alarmed entrance
- Gates can be locked when necessary
- Fire exits are apparent
- Fire/evaluation drills are held once a term and nursery participates in these, along with the whole school
- Fire alarm system is tested on a regular basis

# **St Cyrus Nursery**

## **Dates of Term**

### **Session 2017-2018**

#### **TERM 1**

<b>In-Service</b>	Monday, 21 August 2017
<b>Term begins</b>	Tuesday, 22 August
<b>Term Ends</b>	Friday, 13 October

#### **TERM 2**

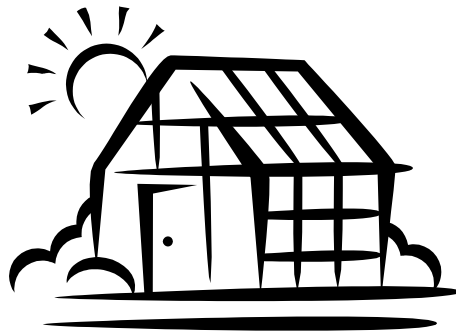
<b>Term begins</b>	Monday, 30 October
<b>In-Service</b>	Monday 13 November
<b>In-Service</b>	Tuesday, 14 November
<b>Term Ends</b>	Friday, 22 December

#### **TERM 3**

<b>Term Begins</b>	Monday, 8 January 2018
<b>Occasional Day</b>	Thursday, 8 February
<b>Occasional Day</b>	Friday, 9 February
<b>Mid-term</b>	Monday, 12 February
<b>In-Service</b>	Tuesday, 13 February
<b>In-Service</b>	Wednesday, 14 February
<b>Term Ends</b>	Thursday 29 March

#### **TERM 4**

<b>Term Begins</b>	Monday, 16 April
<b>May Bank Holiday</b>	Monday, 7 May
<b>Term Ends</b>	Friday, 6 July



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