

Wyndford Nursery
Early Learning and Childcare
Glasgow City Council



Handbook
Session 2019-20



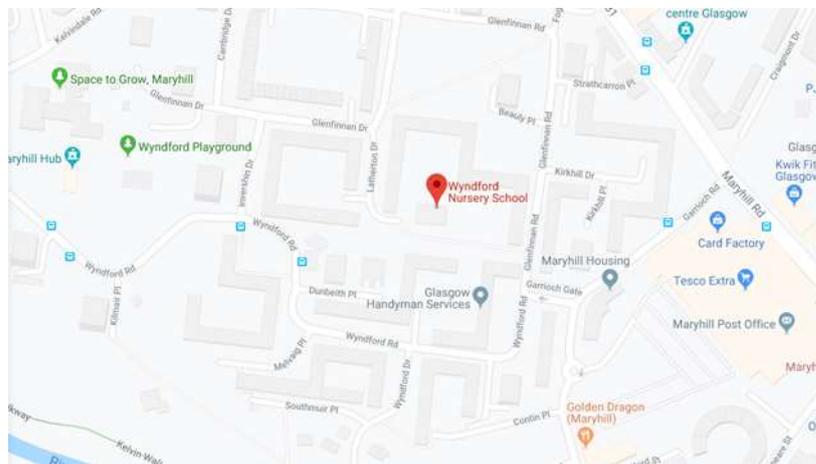
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Nursery Glowblog

Please use this QR code to access our Nursery Glowblog. This will enable you to read our nursery information in your first language.



<https://blogs.glowscotland.org.uk/gc/wyndfordnursery/>

Twitter- @wyndfordnursery

Thank you

Welcome to our nursery community.....

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'The Hundred Languages of Children', by Loris Malaguzzi.

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The child is made of one hundred.

The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

A hundred.

Always a hundred
ways of listening
of marvelling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.

The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.
They tell the child
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.

They tell the child
to discover the world already there
and of the hundred
they steal ninety-nine.

They tell the child
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.

And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.

Section One- Ethos

Welcome to our Community

I would like to extend a warm welcome to your child and family, as you join the community of Wyndford Nursery. Some of the families you will meet, like myself, have only recently become part of this community. Other families and some members of staff have been associated with Wyndford Nursery for many years. Irrespective of cultural background or language or length of involvement, we aim to ensure that you will very quickly feel a sense of belonging within this community and that you will play your part to ensure its continued success. It is my earnest hope that all of us will work together to provide a rich foundation for our children's future education, based on high quality learning experiences and opportunities. This will ensure that our children are able to realise their full potential and that this will have a positive impact on the local and wider community. This recognises the national expectation, 'Getting it Right for Every Child!' It is fundamental that we begin by getting better at recognising the holistic needs of the family unit, working in collaboration with our colleagues within the community and beyond. Instilling a sense of urgency within collegiate partnerships will ensure a positive impact in the lives of our children, resulting in an improved sense of family wellbeing - effectively 'joining the dots' with families.

I am confident that we can realise all that we set out to achieve if our work is built on open communication, trust, mutual respect and positive relationships which keep children and families at the centre of all that we do.

The Staff Team and I will strive to ensure that we provide the same standard of care which we would expect for our own children and grandchildren.

I hope your time with us at Wyndford Nursery will be very happy and productive.

Warmest regards,

Mary Pat MacConnell, Head of Nursery



History of our Community

Wyndford is located in the Maryhill district in the north-west of the city of Glasgow and is bounded by Maryhill Road to the north and the River Kelvin to the south. The area comprises homes typical of the style built by local authorities in the 1960s and 1970s. The houses are now either privately owned or run by Housing Associations. The community is represented by Wyndford Residents' Association.

Wyndford Housing Estate was built in 1961 on the site of Maryhill Barracks, the former home of the Scots Greys and Highland Light Infantry. The guardroom was retained and is in use as the Estate Office. The barrack walls form the perimeter of the estate. Rudolf Hess, Adolf Hitler's second in command, was held in Maryhill Barracks when he escaped to Scotland towards the end of World War 2. The nearby Walcheren Barracks maintains a vestigial link to the Army in the area.

Aspects of local heritage are reflected in our plans to develop our outdoor learning environment, as a mark of respect for the history of the community, recognising the efforts and achievements of some of its members and ensuring that our children will learn about the history of their local area. This including Charlie Nicholas, Jim Duffy and Bertie Auld - notable for their achievements on the football field.

Wyndford Nursery School was opened in the late 1970s. It is a single storey open-plan building, laid out in a series of interconnected activity areas. These have recently been organised into three Learning Zones to ensure a calm, flowing, space affording freedom with guidance, in which children can learn through play. We have transformed a central space into what will now be an enclosed learning space, as we continue to enhance the quality of personalised support we offer as part of our inclusive practice.

The Welcome Area



The Welcome Area is bright and spacious, combining the children's personal cloakroom space and a seating area for visitors. This is a relaxing community space. The area has been deliberately created as a shared community space, the aesthetics of which, we

hope is successful in 'giving you cuddle' as soon as you walk through the door. We have also restored our Family Room. This valuable space can be used flexibly for a wide range of purposes to meet the needs of the community.

We strongly believe in the philosophy of 'nurture through nature' and the 'impact of green' on our on- going wellness. Consequently, we are working towards free flow access between the indoor and outdoor learning environments. Although located in an urban area, we are very fortunate in the outdoor space available to us within the Nursery perimeter area, including some beautiful, mature trees. This enables us to offer 'Outdoor Start' to our children each day- which often times is just the thing to ease the transition across nursery and home. In addition to this, our full time children have the opportunity to share their time across Nature nursery and traditional nursery models.



Our Vision, Values and Aims for Our Community-

In Wyndford Nursery we wish only the very best for our children, families and staff. We provide for each child and their family a welcoming, caring ethos where children are happy, relaxed and motivated to learn and are supported to overcome any potential barriers to their learning. In the same way, we work to ensure that our families are comfortable, build trusting relationships, feel a sense of belonging and are secure that help will be available to them should they require it. Given the diversity within our nursery community, we have a strong commitment to ensure that information is presented to families in a manner which is accessible.

We will provide a service based on the principles behind the National Health and Social Care Standards: my support, my life. Our service will communicate our commitment to ensure users experience *dignity and respect, compassion, be included, responsive care and support and wellbeing.* Our broad aim is to provide a high quality, enriching environment where everyone feels supported and included, respected, has a sense of belonging and is encouraged to achieve their potential.

In order to realise this, our specific aims are-

- To promote the achievement and attainment of all learners at a pace that is right for them, by promoting equal opportunities, social justice and inclusive practices which celebrate democracy.
- To foster within children an understanding of the importance of establishing healthy life patterns.
- To nurture the conditions for each child, family and educator to grow and develop within a 'safe' community; rooted in a culture of listening; with a positive sense of self and which celebrates adult and child learning with, and from, each other.
- To provide a high quality, broad and balanced, inclusive curriculum that enables all children to achieve their potential through invitations to explore and investigate; wonder and question; create and innovate.
- To draw on the skills and talents within our community to create learning opportunities for children that inspire skills for work and lifelong learning; offering an open invitation to engage in a manner that feels comfortable.
- To emphasise the rights and responsibilities of individuals in their communities; helping children to develop concern, tolerance, care and respect for themselves and others' cultures and beliefs.
- To support children to build up a strong foundation of knowledge and understanding which will guide them to be considered in their judgement and support them in making a valuable contribution to society.

We are committed to the creation and nurturing of an environment which-

- Celebrates the important work of children's play by offering rich, open ended, natural, loose materials.
- 'Goes beyond' in order to influence and be influenced by the wider community by being true to and integral within the local environment; by listening to families in order to build trusting, inviting relationships in close partnership with skilled educators.
- Is physically safe and promotes the development of children's thinking skills.
- Is interesting and challenging; promotes curiosity and enquiry, offers sensorial stimulation and an aesthetic awareness
- Supports children's development rather than merely amusing them.
- Demonstrates the unity of inside- outside learning opportunities and which reflects the wider world.
- Promotes interdependence as well as independence, community as well as individuality and responsibility as well as freedom

In our efforts to achieve these aims, we will be guided by the following principles which recognise connections across the influences of early childhood theorists incl Reggio, Highscope, Froebel.

A shared understanding of the image of the child including the uniqueness of each child's capacity and potential.

A holistic view of each child's development.

A recognition of the importance of play as a central integrating element in a child's development and learning and the role of real objects/ loose parts as an important part of this.

An ecological awareness of the impact of human kind in the natural world.

A recognition of the importance of the rights of every child.

A recognition of each child belonging to family and community.

A recognition of the impact of the organisation of an enabling environment- affording freedom with guidance.

A recognition of the importance of sustaining high quality educators who are skilled observers and well -placed to support and challenge children's development and learning, by learning alongside.

A recognition of the importance of children being able to anticipate their environment, in order to independently make choices within it.

A recognition of the importance of listening 'with all of the senses'; nurturing opportunities for children and families to use their voices to shape community; encourage opportunities for children to revisit their previous thinking.

All Educators in Wyndford Nursery will-

Demonstrate continuous development of their practice which is rooted in professional dialogue and reflection

Demonstrate skilled and informed observation of children in support of effective development, learning and teaching.

Conduct themselves within and model, Values- Led/ Attachment- led practices

Work towards the development of pedagogical approaches which celebrates the importance of individual and collaborative activity and play; nurtures approaches to learning which empower and enable learners by being process- oriented; demonstrates

an holistic approach to learning which recognises education and learning as relating to all capabilities of each child

Make young children's development and learning visible to a variety of audiences in a manner which is respectful

Be able to clearly articulate their image of the child

Demonstrate a commitment to realising their responsibility in developing a self-managed team, taking forward Distributive Leadership and Professional Development

Provide a high quality service for children and families which accurately reflects our Vision Statement, Aims and Guiding Principles

Develop a culture of self- evaluation through reflection on the quality of the learning environment and available opportunities for learning; sharing responsibility within the monitoring calendar and the moderation and tracking of progress of individual children's learning

Be referred to by first names, to demonstrate our commitment to working in partnership with families and the local community to make a positive and sustainable impact which aspires to high standards of hope and expectations for all.

A considerable piece of consultative work was undertaken which engaged families and educators in dialogue to identify a set of core Values which would guide our community, shaping our practice and engagement with each other. This was revisited in May '16 and continues to be on a two yearly cycle.

We agreed that we would begin to introduce the language of Values to the children, as part of our planned learning intentions with them.



The Values which were revised at May 2019 are-

- Learning
- Respect
- Integrity
- Focus
- Awareness
- Creativity
- Perseverance
- Quality

The staff team is committed to reflecting termly on our Values, demonstrating how these have been reflected within our environment and presenting them as clues within a crossword in our Welcome Area- clues that enable us to complete the crossword. Thus, keeping our values alive within our work.

Creating a positive atmosphere for everyone...

'We hope you feel the building giving you a cuddle, as you walk through the door'...that's what we say to our families as they arrive...

We appreciate that selecting the right early years environment for your child can be a very difficult task.

Having chosen to place your child in Wyndford Nursery, it is important to understand that in doing so, you are opening up a dialogue with us that we hope will become a partnership to support the development, learning and wellbeing of both your child and your family.

We aim to establish a positive and welcoming atmosphere within Wyndford Nursery. The staff team and families enjoy arriving each morning to relaxing music. In cold winter mornings, it is comforting to have lamps and fairy lights lighting up the Welcome Area. From the positive comments received, we know that you appreciate these little touches too.

Some mornings can be more challenging than others. However, we would ask that adults try to manage anxieties within the Nursery environment, e.g. by using indoor voices. As you know, the most effective way to gain a child's attention is to get down to the child's level and speak quietly and firmly to them. This will help to ensure a positive reaction to most situations.

The Head of Nursery is usually available at the beginning and end of nursery sessions should you wish to have a chat, prior to collecting your child, if you feel that it might help to share your worries and begin to support areas of concern.

N.B. If collection time is a potential 'hot spot' for your child, make sure that you have your routine planned. Speak with your child's Key Person, informing them of the difficulty. This will ensure that your child's 'wait' time is kept to a minimum. The Family Room is available for 20 minutes at the start of each session. This allows parents and carers the opportunity to relax over a coffee and to catch up with friends- enabling your departure with children at pick up time to be more swift.

'Getting it Right for Every Child'.....getting better at working in partnership, supporting families to get it right for their child.

We have used a quote by George Bernard Shaw, as the corner stone in supporting us to get better at getting it right for our children and families...and practitioners,

'The only man who behaves sensibly is my tailor; he takes my measurements anew each time he sees me, while the others go on with their old measurements and expect me to fit them.'

Belonging, being, becoming wall



We spend a great deal of time in conversation about shared expectations and what we place importance on. We aspire to be 'a building with no walls'; reflecting a transparency and straightforwardness at the heart of our relationships. We consider in conversation with families, for example, what RESPECT looks like at home...and in nursery...

We hope that our families cross the threshold of the nursery and drop their shoulders, supported within a culture of 'Belonging, being, becoming...'

Secure in the knowledge that what they can give at any one time will be enough...and if everyone offers their own small piece, then we will be effective in realising connection, in the jigsaw that is Wyndford.

GIRFEC stands for 'Getting It Right For Every Child'. Part of the Children and Young People Act (Scotland) 2014, it is the Scottish Government- led approach to making sure that our

children and young people and their parents or carers- can get all the help and support they need from birth right through to age 18 (or beyond if still in school). The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it.



The six nurture principles are at the heart of our nursery community in relation to children, families and practitioners.

- Children's learning is understood developmentally.
- Language is understood as a vital means of communication.
- 'All behaviour as communication'.
- Nurture is important for development of self- esteem.

- Environment offering safe base.
- The significance of transitions



'What's Important to Me'.....Children and Families reflect together on 'Our Nursery'....our voices and thoughts.

As Maya Angelou reminds us, 'people may forget what you said...but they will never forget how you made them feel...'

Where was your favourite place to play at nursery? Why did you like to spend time there?

The house - to dress up and have tea. Drawing and making pictures. Sand because it was wet and dry. Outside because it was great fun.

Book Area- I like to read. Small World because it had knights and castles and warriors- Conan is a warrior.

The mud kitchen in the Children's Wood was best.

My best thing in nursery were my friends.

I liked building with the blocks.



Can you think about one thing that you didn't like about nursery? How could we change this? *No- I liked everything about the nursery- I miss nursery. I didn't like the boys and girls running about- the nursery is too tiny. You should ask the children to stop doing it. I didn't like people telling me what to do. I didn't like that we couldn't go into the Enclosed Learning Space to play. I didn't like the sand- it went in my eye...you could have goggles there.*

We need more bikes!

What one thing about the nursery do they think that it would be important to tell new children? *The rules- no hitting and no shouting! Play with each other. Be kind to each other. It was good when the ladies gave you 'thumbs up'. You need to be able to listen.*

Is there anything about nursery that you would like to tell the ladies?

We liked the stuff you bought- the stuff you bought for us. You need new toys for the sand. I miss my friend. I'm being a good boy at school.

What will you miss most about the nursery?

Having fun; The hundreds of toys; The torches; The computer- nursery ones are better; My teacher; I was missing you (child commented directly to Key Person). Everyone- even my teacher; I miss the blocks and the writing place.

"Nursery is awesome because it has got lots of cool toys." (Child)

"I like learning about numbers." (Child)

"The nursery means a lot to myself and my son. It keeps us in a routine and this helps me at home. This means my son has stability, friendship care and rules.. This means a lot to both of us." (Parent)

Q. What advice would you offer to new families to the nursery in order that they maximise the benefit?

A. Interact with nursery staff and if in doubt always communicate.

Q. How would you suggest the nursery is perceived within the local community?

A. Highly, highly recommended. The nursery is a main factor of support in the Wyndford Estate- really good



"From the first communication we were listened to, our needs were met, support for our unique circumstances have been met. Over and above all staff care about all our children, such a wonderful environment" (Parent)

"You know the reason why I came to this door...because I saw the heart outside with the word 'welcome' in my dialect...and I thought to myself...someone one from my tribe goes in there...so I need to be in there too..." (Parent)

"I could not recommend the nursery anymore; each and every one of the staff are amazing and caring and the support they have given us as a family is just awesome." (Parent)

"Wyndford Nursery is great, any problems or issues are always dealt with properly. All the staff are very, very good- outstanding- they go out of their way for everyone- what a privilege to have this nursery." (Parent)

I am very happy with the nursery and my child has learned skills to care for herself and look after her toys. She has become very confident and this makes me so happy." (Parent)

"Nursery is very friendly and welcoming and always has a positive vibe." (Parent)

"Trust the staff they know their job and are only supporting and helping you with your child. School is very different; there is not the same involvement". (Parent)

"You really miss the support when it's not there. School is so different and there is not the same level of support". (Parent)

'Lovely welcome and kindness from the nursery front door'. (Parent)

"The nursery care of me and my kids too much....They are my family in the UK. I love them." (Parent)

'The leadership is very effective in the nursery. I can see that the focus is on keeping things improving'. (Parent)

'The way staff speak to me- I immediately felt comfortable in this environment and my child picked up on this as it is not usual for me to be so at ease'. (Parent)

'Thank you for taking such good care of my little boy. I am already looking forward to my daughter starting'. (Parent)

"I like how my son can't wait to go to nursery and also the staff are very nice and very helpful. He also comes home and tells me all the different things he learned each day." (Parent)

"I don't know how to say thank you because I can't find any words to explain how I really feel. I wish I could bring my kids long time ago in UK and that they could stay in nursery longer." (Parent)

'I would be confident enough to share my ideas- I feel you would take things on board whether good or bad because you very much want families to be part of it'. (Parent)

'I have noticed a real big difference in my wee boy reaching his potential. I know from speaking to wider professionals that they have clearly communicated how good this nursery is'. (Parent)

I like the children's planning folder. (Parent)

Good communication on what's going on at nursery. I have been involved with different things. (Parent)

"Wyndford Nursery is a wonderful place which has a good serene environment for learning. It could be classed as a citadel of learning for pre-school kids. The school has been able to develop my son physically and mentally. Thanks to all the good work done by the teaching staff. (Parent)

"Beautiful layout and lovely natural materials. The children are happy and independent."
(Adult Visitor)

"The children do a lot for themselves." (Child Visitor)

We are very privileged to enjoy the influence of a diverse community of cultures in Wyndford Nursery. We are committed to engaging the interests and skills of our community to create a curriculum of rich learning opportunities for our children.

United Nations Convention on the Rights of the Child Poem-

When I born, I black

When I grow up, I black

When I go in the sun, I black

When I scared, I still black

When I sick, I black

And when I die, I still black.

And you white fellow

When you born, you pink

When you grow up, you white

When you go in the sun, you red

When you cold, you blue

When you scared, you yellow

When you sick, you green

And when you die, you grey

And you calling me coloured.....?

Section Two- Getting to Know You/Us

Introduction to the Staff Team

The names of our staff members who work with your children in the nursery school are noted below.

In addition, Speech and Language Therapists, Educational Psychologists, Health Visitors, Visiting Artists and other professionals will be in the building from time to time, supporting us in our work .

We are highly committed to supporting all educators to play their part in support of the leadership of learning and leadership of change. Our professional development programme consists of continuous in- house staff development opportunities aligned to our improvement change priorities. Further training opportunities are provided during In-service days and within the Learning Community, including releasing individual staff to undertake particular courses to complement their own personal, professional development as well as opportunities to engage in joint projects across establishments and undertake periods of shadowing colleagues.

Meet the Staff Team



Staff Member	Position	Professional Qualification
Nicola Beaton	CDO FT	SVQ 3
Karen Brett	CDO FT	SVQ 4
Kelsey Campbell	CDO FT	HNC
Gemma Connelly	CDO FT	NC HNC Working towards BA Childhood Practice
Claire Erwin	CDO Job share	SNNEB
Cathy Falconer	Catering Assistant	
Nicola Ferguson	CDO Job share	HNC
Linda Ferris	Cleaner	
Alan Gillies	CDO FT	HNC HND Working towards BA Childhood Practice
Reena Gulzar	CDO, Job share	NNEB
Lynn Hughes	Lead Practitioner Attainment	BA Childhood Practice
Lorna Johnston	CDO, FT	NNEB 'Improving our Playroom' Curriculum Leadership Certification Froebel Certificate
Louise Johnston	Clerical Assistant	
Ashleigh Lang	Child Development Officer, Team Leader	BA Childhood Practice
Jan Logan	Janitor/ Cleaner	
Mary Pat MacConnell	Head of Nursery	B.Ed. Hons Primary First Class; Post Graduate Certificate Early Education (3-8) Nurture Network Certification, Merit. Froebel Certificate, Merit Invited to become HMIe Associate Assessor, Oct '17.
Lynda McBride	CDO FT	HNC
Cheryl McKnight	CDO FT	NC, HNC, Montessori Certificate 0-3yrs
Jackie McLaughlin	Cleaner	
Jillian O'Neill	CDO FT	HNC
Marie Wood	Catering Assistant	

The Process of Application, Admissions and Enrolment-

(Extracted from 'Early Years Admissions and Charging Policy Parents Pack' Session 2019-20)

As part of the planned expansion of early learning and childcare services across Glasgow, from August 2019 some nurseries will be delivering up to 1140 hours of funded ELC provision. This is in preparation for the roll out of the new national entitlement to 1140 hours which will be fully in place by August 2020. From August 2019, Wyndford Nursery will be offering 1140 hours.

Child's 3rd Birthday fall on or between:	Eligible from:
Start of term in August to 31 December	August
1 January to 29 February	January
1 March to the day before the start of term in August	April

Eligible Three Year Olds and Four Year Olds

All children aged 3 and 4, and some children aged 2 years old currently have an entitlement to 600 hours of Early Learning & Childcare within either a Glasgow City Council nursery or one of its funded partner providers.

From the start of term in August 2019, Glasgow City Council will extend that entitlement to :

Up to 900 hours of funded Early Learning & Childcare for Glasgow resident children aged 3 and 4 years old (2 year olds are not eligible for this offer) who are attending a Glasgow City Council Nursery and whose parent(s)/ carer(s) total household income is below £45,000 per annum. Should you wish further information on this please see our website-

<https://www.glasgow.gov.uk/article/17458/Early-Learning-Childcare>

Invoicing for Additional Hours

Any additional hours accessed over and above a child's entitlement to funded hours per year will be invoiced for in line with Nursery Admissions and Charging Policy.

Please note that where children take up a place at a nursery with a start date other than a Monday, charges will apply for any additional hours from the Monday following their start date.

When your child is eligible for a funded placement a reduction will be made on the annualised charge for your childcare. You will only be invoiced for any hours in excess of the funded hours (or pro-rata amount of the funded hours) that your child is entitled to.

There are three 'Terms' in an academic year, typically August- December; January- March; April- June. Collectively, these periods are referred to as 'term time'. However, some nurseries can offer an all year round service and this is referred to as 'weeks'

Application forms are available from the Nursery Office. Your child's name may be registered after his/her second birthday.

We will keep a register of all applicants and this will be used to allocate places in the nursery. Please note that the length of time a child's name has been on the register will only affect the child's priority for admission if all other factors are equal. Parents /Carers can ask to see their Application Form at any time.

If a change in your circumstances could affect your Application, you should let the Nursery know as soon as possible.

In line with Glasgow City Council's Admissions Policy, an Admissions Panels are held once a Term, to decide on the allocation of nursery places. An information leaflet summarizing the policy is available in all Local Authority establishments

As soon as a place becomes available for your child, you will be contacted by letter or telephone and invited to come in to the Nursery to complete the Enrolment forms. A starting date will also be agreed at this time, in order to begin the process of settling-in with your child. It is important that you put in place the necessary arrangements, e.g., having discussions with your employer, finding childcare for any other sibling, to ensure that the settling-in period is uninterrupted. Both you and your child will benefit from a smooth start to life in the Nursery.

The Head of Nursery or Team Leader will talk you through our 'Settling In' Policy. This will enable us to shape a flexible approach around our early observations of your child, based on a number of factors

(Below is a shortened version of the process.)

Settling- In

We want your child's experience of starting Wyndford Nursery to be a happy one. It is important that each child feels secure in a caring and interesting environment. It is equally important for the child to feel a sense of belonging and connection and where they sense from their parents / carers that you are happy and enjoy positive relationships and friendships. The move from home to nursery can be difficult for many children. There are new people to meet, new routines to become familiar with and

new environments to explore. It is essential, therefore, that the pace of managing this process is shaped around the needs and personality of each individual child.

When your child starts Nursery, we ask that you stay in the school until parent/ carer and staff feel confident that the child is ready to stay without you. This time will vary from one child to another and will depend on a number of factors, e.g., how confident s/he is; whether s/he is used to being away from you and how easily they make friends, If there have been any other key events coinciding you're your child starting Nursery e.g. moving house, new baby, recent stay in hospital, etc, your child **may** take longer to settle in.

Initially you will be asked to remain in the playroom with your child, until he/she begins to develop a bond with the staff. Once this is established, we will ask you to spend some time in the Family Room while your child continues to work in the Learning Zones. It is important to let your child know where you are going and to reassure them that you will come back. When your child's Key Person feels that the time is right, they will advise you when you can begin to leave your child for short spells. The first parting is usually around an hour, followed by a gradual increase in time until your child is fully settled. Our staff are very experienced in settling children and will handle each situation with sensitivity, working closely with you to plan the best way forward for your child.

Please do not bring siblings into the Learning Zone during the settling-in period. The child you are settling will require all of your attention during this special time. As well as this, siblings can often have an unsettling effect on the other children and we must bear in mind that from a health and safety perspective, the Nursery environment is equipped with resources to support and challenge the learning and development needs of 3-5 year old children and as such, could present potential hazards for younger children.

Glasgow City Council Charging Policy-

Early Years Charging Rates Session 2019/20

The charges for Early Years provision will vary according to family circumstances. Your Early Years establishment will clarify the charging rate applicable to you. You will be asked to provide evidence of Income and Address.

- Glasgow Resident Standard Rate £4.00 per hour
- Glasgow Resident Discounted Rate £3.00 per hour
- Glasgow Resident Reduced Rate £1.00 per hour
- Glasgow Resident College/University Rate £4.00 per hour
- Glasgow Resident Second Child Rate £2.20 per hour
- Glasgow Resident Third Child Rate £1.70 per hour

Parents / carers will receive an invoice from Glasgow City Council, together with details of how and where you can pay. Where a parent /carer is 4 weeks in arrears of payment, a review of the hours allocated will take place. This will result, unless in the most exceptional circumstances, in hours being reduced to part-time entitlement for eligible 3 and 4 year olds.

Invoice and Direct Debit uplift dates-Session 2019/20

<u>No of invoices</u>	<u>4WeeklyDirect Debit</u>	
	<u>Invoice Dates</u>	<u>Collection Dates</u>
1.	12.08.19	30.08.19
2.	9.09.19	27.09.19
3.	07.10.19	25.10.19
4.	04.11.19	22.11.19
5.	02.12.19	20.12.19
6.	30.12.19	17.01.20
7.	27.01.20	14.02.20
8.	24.02.20	13.03.20
9.	23.03.20	10.04.20
10.	20.04.20	8.05.20
11.	18.05.20	5.06.20 final invoice TT
12	15.06.20	3.07.20 final invoice 50wk

Children's patterns of attendance are agreed in dialogue with families- integrating the needs of the family, with the best interests of the child.

Although attendance at nursery school is not compulsory, regular attendance is vital for your child to make friends and to progress well in their development and preparation for starting school.

Please notify us by 09.30 or 13.30 if your child is going to be absent for any reason or if you no longer need the place allocated to your child. If you have a problem maintaining an appropriate level of attendance, please discuss this with the Head of Nursery or Team Leader. Attendance is monitored and we will contact you if your child's attendance is causing concern, to see if we can offer support or advice.

Glasgow City Council may withdraw a child's nursery place if attendance is not maintained.

Our 'Safeguarding Children' Procedures / Child Protection Policy will involve us contacting you if your child has an unexplained absence. If we are unable to contact you, we may contact your Health Visitor.

What to bring on the first day...

(Please remember to write your child's name on all items of clothing and footwear!)

- Gym shoes or doodles for indoors.
- A comforter, if required, that can be popped into child's pigeon hole for duration of settling period - or a favourite story book that we can share!
- A spare set of clothes to leave in blue cloth peg bag.
- A warm, waterproof jacket, hat and gloves (if cold weather)
- A sun hat, sun cream (during Spring and Summer)
- Any regular medication/ specific dietary requirements. These will have been discussed at enrolment.
- Soap for your child's personal use if s/he has a skin condition.
- Any details outstanding, e.g. Health Visitor/ Dentist telephone numbers, returned consent forms, finalised Emergency Contact numbers- without these details we will not allow you to leave your child in nursery.
- A book / activity for you (the grown- up) to enjoy in the Family Room when your child is settled and you step out of the playroom.
- A photograph of the family (which can be emailed for us to print out)

Supporting children to modify their behaviour-

As a staff team, we have high standards and expectations of ourselves. This in turn presents a model for our children and families.

We have high, ambitious, yet realistic expectations and aspirations for our children and families. We have open, straight forward conversations with our families, communicating to them the value we place on the importance of the relationships we build with them. We acknowledge that parents and carers are the first educators of their children. We want to reassure families of our full support, while at the same time acknowledging that we have a responsibility to follow procedure and practices in the best interest of, and in safe guarding and protecting children. The recent work between educators and families which resulted in the identification of our shared Values, will set the tone as we move forward.

Young children benefit from clear and consistent expectations. This gives them security and a sense of fairness. Our Nursery Challenges were identified and agreed in consultation with children. These are simple behaviours which help to keep the children safe and encourage them to consider others in their actions. These challenges are displayed within our Welcome Area, with the purpose of serving as a tool to support discussion with families and to develop consistency of approach and expectation between home and nursery.



Promoting positive behaviour is necessary to enable children to develop as a respectful member of society, responsible for their actions. Promoting positive behaviour also provides the necessary basis for an enabling learning environment. Those children who initially may find it more of a challenge to learn to work within a shared environment, will be supported by educators to develop the necessary skills, building resilience and nurturing friendships within their new peer group and learning to modify their behaviours as appropriate.

As part of our Promoting Positive Behaviour Policy, the Staff Team has discussed and agreed different strategies which we feel sit well together and provide us with well-considered approaches to support our children and families to develop life skills which will impact positively on our wider community. We will continue to be solution - focused in looking for and adding to, our existing bank of resources, in order that we continue to offer effective personalised support for our children and families.

The first of these is 'PAThS'-Promoting Alternative Thinking Strategies. This curriculum tool provides educators with a structured discussion outlines to support the development of-

- emotional awareness
- self esteem
- interpersonal problem solving skills
- the language of emotions

Through this framework of supported discussions, children come to learn that-

- everyone has feelings

- it is important to recognise both internal and external signals
- individuals can react in different ways to emotions and can express their Emotions in different ways
- Individuals have different levels of awareness of their own and others' emotions.
- 'Friendship Terrace' is another resource which we will use during Circle Time the resource comprises story based sessions about characters who live in Friendship Terrace. It encourages children to reflect on the skills required to make and keep friendships. It is particularly helpful for children with autistic spectrum disorder.

These discussions have a 'support and challenge' element built in to them, which can be tailored to suit the needs of the group, as well as revisiting specific aspects and building up the pace, depth and scope of discussion over time.

This resource is also particularly good for developing children's emotional literacy- supporting them to develop the skills which will enable them to recognise **friendship blockers** and **friendship builders**.

For a holistic overview of the strategies we use to promote positive behaviour and support children to resolve conflict using solution-focused, problem solving strategies, please refer to our 'Promoting Positive Behaviour Policy'.

A copy of the Policy can be found within our 'Family Information Log' in the Welcome Area.

The Policy was developed in consultation with a group of our Families.

A leaflet outlining the rights of children and young people in Glasgow's educational establishments can be found at: <http://www.glasgow.gov.uk/childrensrights>

A copy is also available in the Welcome Area.

Nursery Housekeeping

Wyndford Nursery is a co- educational setting, catering for children from 3 to 5 years. We operate a service model which is both Term Time and Extended Year.

The nursery is non-denominational and we welcome families from all faiths and cultures.

Capacity: we are registered as a 70 AM/ 70 PM nursery with a unique number of children as 105.

The 'rhythm and flow' of the nursery day-

We are delighted to present to you in visual form 'The Story of Our Nursery Day'. Please take some time to notice and talk about the individual parts of the day with your child. These have been blended together in order to ensure that your child's experience with us at Wyndford Nursery reflects a consistent high quality and that the core pattern of the day can be anticipated by the children- something which is very important for them to be able to do- in terms of building security and helping them to relax into their learning environment. Most especially, it is our wish that the time that your family spent with us here at Wyndford Nursery, is a very happy time.

Please speak to a member of the staff team, if you would like to find out more information about any one aspect of our nursery day, as well as the thinking behind our decision making which has led to the embedding of particular routines and patterns.

Session Times

Morning Session 0800- 1300

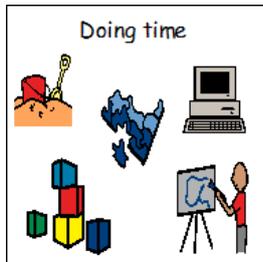
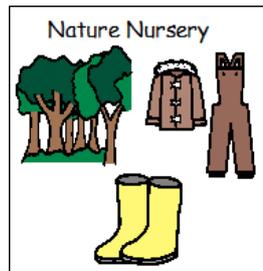
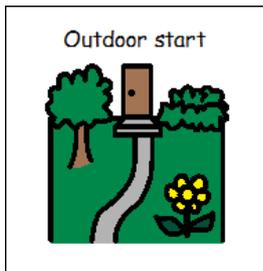
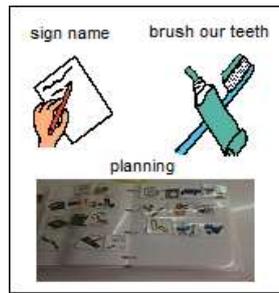
Afternoon Session 1300-1800

Full Day- 0800-1800

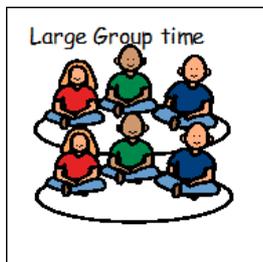
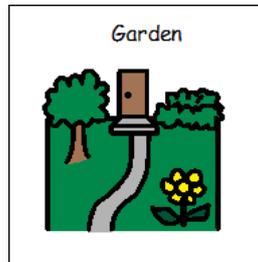
We have some children who have retained previous conditions of placement, prior to implementation of 1140 hours. Some of these lie out with the pattern indicated above. Glasgow City Council has stipulated set criteria within their Admissions Policy against which conditions of children's placements are graded. As with all Early Learning and Childcare provision, these places are reviewed regularly, to ensure that our service users in most need are accessing the available spaces.

Please be reassured that we do our very best at all times to meet the needs of our children and families.

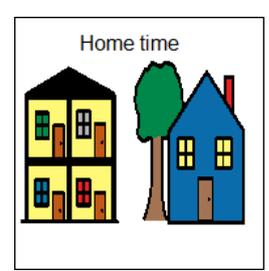
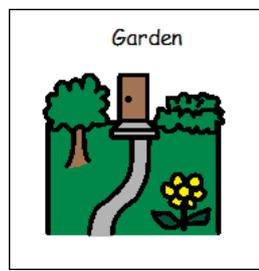
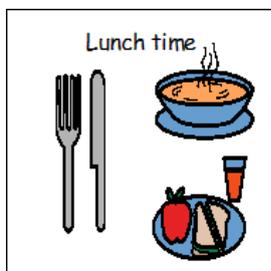
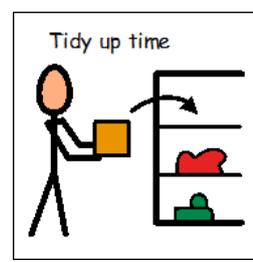
The 'Story of our nursery day' is illustrated as follows-



Including



Or



Nursery Snack-

At Wyndford Nursery, we operate a cafe style snack - where children are encouraged to decide for themselves when to plan a break in their play in order to enjoy snack. Some children undertake 'snack helper' roles to assist in snack preparation. Snack is available for children both indoors and outdoors.

All staff have current Elementary Food Hygiene Certification and we also have a catering assistant to ensure the safe preparation of foods. We take great care to ensure that dietary requirements are respected.

We actively promote healthy eating by providing a snack selection that consists of fruits and salads, a carbohydrate -based choice e.g. toast, pancakes, crackers and cheese, plain biscuit, followed by milk or water to drink. Our snack menu is shaped around the NHS National Practice Guidance, 'Setting the Table' and is provided daily by council services.

As part of the planned learning experiences and opportunities available to children, they may choose to participate in baking and cooking which will include the preparation of a variety of foods which they will be encouraged to taste, so please let us know if your child is either allergic to particular foods or if some foods are forbidden for religious reasons. The cost of the children's baking ingredients is met from the Toy Fund.

Celebrating birthdays-

If your child has a birthday during term time and you would like to bring in a cake, we would ask that you bring a plain jam sponge, which your child will ice, ably assisted by a friend or a member of staff! They will then put in the appropriate number of candles and the cake will be shared with his/ her group at small group time. (Under food hygiene regulations and to take account of any allergies children may have, we can only accept shop- bought cakes in their original packaging with their ingredients listed- thank you.)

FOR OBVIOUS REASONS, WE ASK YOU TO ENSURE THAT THE SPONGE DOES NOT CARRY A NUT WARNING. PLEASE SPEAK TO US FOR INFORMATION ON WHICH SUPERMARKETS THESE CAN BE PURCHASED FROM.

Wyndford Nursery Session 2019-20 School Holiday List

(Term Time Children)

50 wk children are able to attend across the year excepting public holidays

15.7.19 Glasgow Fair

27.9.19 and 30.9.19 Sept. weekend

25.12.19 Christmas day

26.12.19 Boxing Day

1.1.20 New Year's Day

2.1.20 Bank Holiday Scotland

10.4.20 Good Friday

13.4.20 Easter Monday

4.5.20 Early May Bank Holiday

22.5.20 and 25.5.20 Spring Bank Holiday

And a holiday period of two weeks across the year- because everyone needs a wee rest!

You can find all most up to date school holidays here:

<https://www.glasgow.gov.uk/article/17024/School-Term-Dates>

Procedures and Practices

- **Nut- free Zone-**

Please note it has been necessary to introduce this measure to ensure the health and safety of all of our service users. I am sure you will understand the severity of this situation and, as such, recognise that this is not a matter of choice.

Consequently, we would respectfully ask that no food or drink is brought into nursery from home.

Thank you for your cooperation.

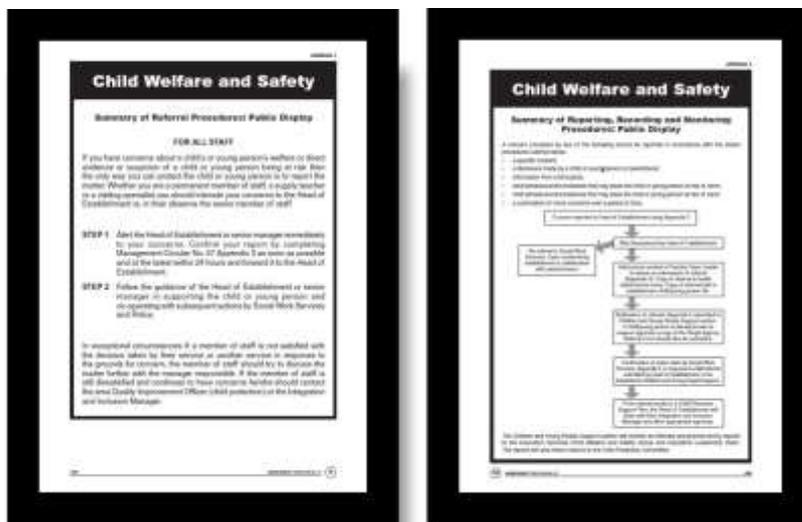
- **Nursery Toy Fund Voluntary Contribution-**

The Toy Fund is made up of parents'/carers' **£2.00 weekly** voluntary contributions and occasional fundraising activities. **This weekly contribution helps us to buy consumables to support your child's learning- that we cannot buy via council budget.** We do stretch this money a very long way. **Your contributions are banked**

each week and the books and receipts are always available for inspection. The Toy Fund is audited annually according to the Council's financial regulations.

- **Safeguarding Children and Child Protection**

All adults employed in Wyndford Nursery School will adhere to Glasgow City Council



Emergency Contacts

We ask that you provide us with two emergency contacts. Please ensure that emergency contacts are aware that they have been nominated and are therefore aware of the need to be contactable at all times. It is very important that you inform the nursery immediately of any changes.

Education Services

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's nursery. Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures

- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should any member of staff have concerns regarding the welfare or safety of any child, they must report these concerns to the head of establishment. The head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any child must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.



Glasgow

- **Whistle blowing -**

All City Council establishments conform to the Council Policy on Whistle blowing. This ensures that staff members are supported to report any instances of wrong doing by staff working in Council establishments.

- **Inclusion-**

Accessibility

Glasgow City Council has an Accessibility Strategy which is a statement of expectation, in terms of the 'rights of access' to opportunities which children with any kind of impairment have enjoy the same learning experiences as their peers, in line with Glasgow's, 'Every Child is Included' Policy- Education's implementation of 'Additional Support for Learning' (Scotland Act , 2004.)

There are three key areas that the Accessibility Strategy is required to cover under the terms of the Disability Discrimination Act. These are known as the

Planning Duties and these are covered within the strategy. These duties are as follows:

- Increasing the extent to which disabled children and young people are able to participate in the curriculum
- Improving the physical environment of establishments to increase the extent to which disabled children and young people can take advantage of education and associated services

- Improving the delivery of information to disabled children and young people which is provided in writing for those who are not disabled.

We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents'/carers' meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.

Physical Access-

Wyndford Nursery is a single storey building with easy access to all parts and complies with the Accessibility Strategy published in 2004. There is a ramped entrance to the rear of the building, wide doorways and gated entrances to the playroom environment. We have three sets of children's toilets, which are accessed easily from the playroom. This provides flexibility, should we require to screen one off temporarily, to give privacy for changing purposes.

Transport-

Transport is not normally provided for children attending nursery school. The Council may, however, provide transport to and from nursery school for children who have additional support needs. Requests for transport under these circumstances are organized through Psychological Services.

Communication-

The introduction of increasing levels of visual communication within the nursery environment, using 'Boardmaker', has been of great support to many of our families, for whom English is an Additional Language. We are very fortunate to have the support of our families who generously give of their time to translate our nursery newsletters into Mandarin and Arabic to support other families within our community. We also have the support of the Interpretation Service who can support us during Consultation / Professionals' meetings with families, in order to plan how we will best meet their child's learning needs as well as looking at how we can support the family's wider needs. A member of staff is currently giving of her time to develop her skills in communicating using 'Makaton' which will support one child currently within her key group and which highlights the vocational aspect of the role of educator, in the level of responsiveness and commitment which individuals are prepared to give.

Dealing with Racial Harassment

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race and nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1999 the guidelines, 'Dealing with Racial Harassment' were issued to assist all teaching staff in dealing with such incidents.

The adoption of anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

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

Dealing with violence and aggression towards staff

Glasgow City Council has a zero tolerance policy towards violence and aggression within establishments. We welcome your support in ensuring our environment is safe and respectful.

Bullying -

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Establishments).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. In light of this, all settings are required to review their own policy. The Council Policy recognises the significant role which families play in helping to address this issue. For this reason any anti-bullying strategy must stress the importance of effective partnership with the parents and carers of children. Within Wyndford Nursery School we promote positive behaviour. We aim to build children's confidence and self-esteem, while encouraging them to respect and consider the needs of others. Children are encouraged to speak to an adult if they are feeling uncomfortable or are experiencing any difficulties and require support to deal with the situation. Then, with the educator having judged the situation and with the appropriate level of support the child will be able to firmly say, 'Please don't do that- I don't like it.' This develops self-confidence, encouraging children to take control of challenging situations and highlighting the importance of using their voice and reducing the potential for them to experience bullying behaviour, but instead teaches them to have control over their own lives and not to accept someone else's controlling behaviours.

At Wyndford Nursery, it is our intention to introduce the PAThS programme to teach children how to deal with bullying behaviour appropriately.

Equal Opportunities Policy

All Early Learning and Childcare Services within Glasgow City Council should reflect the council's equal opportunities policy and be anti-racist, anti-sexist, multicultural and recognise the rights of both men and women to work with and care for children. Services should offer personalised support to each individual in their care, including reasonable adjustments to the physical environment. These principles are reflected within Admissions criteria, as well as within curriculum provision. We continue to look for opportunities to include the skills, interests and cultures within our local community to shape learning experiences for our children.

Early Protective Messages, incl. Gender Friendly Nursery

We are a gender friendly nursery. Two of our educators have undertaken a gender friendly training session. This has enabled them to engage the wider staff team in dialogue of the benefits of the gender friendly nursery programme, including developing confidence to challenge attitudes; engaging the gender friendly nursery audit tool and consulting with children to consider what they think about gender roles.

HELPING YOUR CHILD TO UNDERSTAND ABOUT THEIR BODY AND KEEPING THEMSELVES SAFE

In our early years setting we support children to develop an understanding of the ways in which they can keep themselves safe in different situations.

We have worked with health partners in the NHS to provide you with this booklet so that you can support your child to understand about their body and keeping themselves safe.

We hope the booklet, 'My Body Belongs to Me', will help you to talk to your child about the key messages they need to know as they develop interest in their own body and other people's bodies.

The booklet also provides helpful information about other material that looks at this subject.

• **Health and Safety-**

Out of respect for our children, we would ask you to switch off mobile phones and remove ear phones, before entering the nursery gates. **The use of mobile phones where children are visible are not permitted in Glasgow City Council Early Learning and Childcare Settings.**

If you require to take your child to the toilet during the early days of settling in to nursery life, please inform a member of the staff team who will direct you to the visitors' toilet. **You are not permitted to access the children's toilets within the playrooms.**

We would ask you not to bring dogs inside the nursery gates.

Dogs, even on leads, are not normally allowed on the premises for safety and hygiene reasons.

We do understand that your pet may be perfectly behaved but we have to take account of all potential risks to children and visitors. Thank you for your understanding.

No Smoking Policy

The Council operates a no- smoking policy in its public buildings in accordance with current law. This is to ensure that health and safety of our children, staff and service users. We do not allow smoking in this school or on the premises, so please do not smoke in our nursery front garden. **Please put out all cigarettes before entering the nursery gates and dispose of them appropriately- do not drop them on the ground- thank you.**

Importance of Appropriate Clothing-

There are forms of dress which are unacceptable in the nursery, such as items of clothing which-

- potentially encourage faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as jewellery or loose fitting clothing
- carry advertising, particularly for alcohol or tobacco and
- could be used to inflict damage on other children or be used by others to do so

Under Care Inspectorate regulations, children should change into **indoor shoes** for health and safety reasons. We suggest sandshoes or soft trainers with Velcro

fastenings, so that they can take them on and off themselves when they move to the outdoor learning environment. Crocs are not suitable footwear, as they do not provide adequate support for young children's developing feet and as such, can cause accidents. Slippers are not suitable either.

Your child's indoor footwear can be left in nursery at the end of each day. Please place them **inside your child's named shoe basket** for safe keeping.

Please dress your child in comfortable, **washable clothes with easy fastenings** for going to the toilet. We are looking to re-introduce the nursery uniform, following consultation with families. Children will wear aprons for messy activities but please do not bring them in their good clothes, as they will get messy. Coming to nursery is about the enjoyment of socialising, discovering, creating and experimenting in the company of friends- it is not a fashion parade! Remember these are just little children who are three and four years old. **It is important for children to be able to relax into their learning** without worrying about their clothing- **learning is messy!**

From time to time children may have little accidents which require them to have a change of clothes- usually in The Discovery Zone, in the Water, Sand, Craft, Art or Messy areas! The nursery has a stock of spare clothes, but it is helpful if you can provide a full change of clothes including spare underwear for your child. **These can be stored in your child's blue cloth peg bag. Please place inside a named plastic bag-** so that we can hang the wet clothes on your child's peg in the plastic bag- avoiding the blue cloth bag getting wet. (don't forget to bring a new spare set!)

Inside- outside learning environment- we are working towards our learning environment being free flow, enabling our children being able to choose whether to play within our indoor or outdoor learning environment. As such, it is important that our children are appropriately dressed for this as they will often spend considerable periods of time lost in play- testing their ideas and new thinking.

Therefore, in colder weather, please make sure that your child has **suitable outdoor clothing**, including a warm jacket, hat, gloves, and appropriate footwear with perhaps some thicker socks. The nursery has some spare wellingtons, but not enough to go around everyone and we can't always be sure of finding just the right size!

(we are working towards our own Boot Room, so that we can store wellies and waterproofs easily accessible, just off the playroom to allow free flow access for children- enabling them also to dry more effectively too.)

Similarly, for warmer weather, however, we would suggest that **neither flip flops, nor open-toed sandals are suitable footwear to protect your child's feet in the outdoor area**. As per, the 'Suitable Clothing' consent form you signed when your child started nursery, please ensure your child comes to nursery with a sun hat, sun cream and lighter outer wear, during Spring/ Summer months, (or according to weather!)

It is your responsibility to ensure that your child's belongings are named and stored within the systems which we have in place, within the Welcome Area. This will enable us to easily match belongings to the right children. A great deal of time can be spent in this task, which takes away from the time that would otherwise

be spent in learning conversations with your children- which I am sure you will agree is by far the priority- so please support us in this.

Glasgow City Council is concerned at the level of claims being received regarding the loss of children's clothing and/or personal belongings. Families are asked to assist in this area by ensuring that **valuable items and unnecessarily expensive items of clothing are not brought to nursery**. Families should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Jewellery and Pierced Ears

The following paragraph has been taken from the current

Master Safety File 34P which formally reiterates Education Services safety message on the subject:

"2.7 Personal effects (e.g. jewellery, body piercings, watches, hair slides and belts) constitute a hazard and may cause injury to themselves or others if worn whilst participating in Physical Education and must be removed - this list is not exhaustive and staff should assess as appropriate".

Parents/ carers should be aware that by the very nature of their age and stage of development, nursery children learn by doing and are frequently involved in physical play and activity throughout the day, both within the indoor and outdoor learning environments. **Therefore, jewellery, including pierced earrings, which constitute a risk, should not be worn to nursery.**

Foods during celebrations-

While we will always promote a healthy lifestyle and the importance of positive choices with regards to diet as part of this, we also recognise the importance of adopting balanced attitudes and approaches towards food with our children. As such, at times of celebration, during festivals and at party times, we will include savoury and sweetmeats in the spirit and tradition of the specific festival- developing an 'everything in moderation' as opposed to an 'all or nothing' approach.

N.B. UNDER NO CIRCUMSTANCES SHOULD CHILDREN ARRIVE AT NURSERY CHEWING GUM, NOR SHOULD THEY HAVE GUM IN THEIR POCKETS WITHIN THE CLOAKROOM AREA. THIS PRESENTS AS A CHOKING HAZARD BOTH TO THEMSELVES AND THE OTHER CHILDREN, SHOULD THEY CHOOSE TO SHARE IT.

Tooth brushing Programme-

As a 'Smile Too' accredited nursery, we will involve the children in a tooth brushing programme. This is recommended by our colleagues from NHS Health Improvement and, as such, families require to 'opt out', as opposed to giving consent. Children will be supplied with a toothbrush and will brush their teeth under the supervision of a member of staff, over the course of the nursery session. This encourages children to have a good understanding of the importance of oral hygiene. You will receive a letter about this. The children will receive a tooth brush and toothpaste twice a year as part of this. **All staff have received training by qualified professionals to enable our participation in this.**

Safety and Security around the building-

The nursery is surrounded by a fence and gates. Please close all gates behind you. The nursery building operates a security entry system. Please **DO NOT** encourage children to open the doors. Please do not feel pressured to be courteous to hold security doors open to other people approaching- it defeats the purpose of their intention. Similarly, please be vigilant when opening and closing and securing gates to the playroom. Thank you for assisting us in keeping your children safe.

Arrival and Collection of Children-

A responsible adult (i.e. person over the age of 16 years) should bring and collect your child each day. We will not give your child to any person under the influence of alcohol or drugs. This person, if not the child's parent/ carer, should be known to the child and nursery staff as a named person who will regularly hold this duty. **Please sign your child in and out** of nursery on the daily register in the Welcome Area and help your child to access our self-registration system for the children as they enter the building. The visual prompts will help the children remember our cloakroom routine and help to keep the Welcome Area a calm and flowing space, able to effectively accommodate many families.

It is important that you accompany your child into the learning environment to meet their key person and support your child make their mark in the group sign in book. After this time, in discussion with your child, you will be able to help them to make choices about which learning spaces they would like to visit and begin to see how they plan their learning, before they enter a period which we call Welcome Time.

We know that you will understand that we have to ask you to refrain from bringing buggies into the playroom, for Health and Safety reasons. Thank you.

At the end of the nursery session, on account of children being collected across a period of time, we would ask that you wait in the Welcome Area and a member of the staff team will bring your child to you. **Please do remember to sign your child out and remember to inform the person collecting your child on your behalf of the importance of this, as this also serves as our fire register.**

Please always collect your child on time as he/she will be waiting for you. If you are going to be late for any reason, please telephone to let us know, so that we can reassure your child and make arrangements for him/her.

If you are more than 10 minutes late, you will be asked to sign the late sheet in the nursery register. Please note that persistent late-coming may result in you being charged fees by Glasgow City Council at the standard hourly rate.

NB Parents and carers of full time children collecting before end of PM session, and/ or, parents/ carers of part time children collecting early to attend appointments should not enter the playroom. Rather, speak to clerical staff who will notify your child's Key Person.

Completion of Excursions and Consent Forms-

When outings or excursions for are planned, the Head of Nursery, Team Leader or a member of staff will tell you in advance. You will be asked to complete a form to confirm that you give your permission for your child's participation. Children cannot take part in outings unless we have a completed consent form. Parent helpers are often invited to help us on trips and for your peace of mind, we particularly look for helpers who are happy to be checked by the PVG (Protection of Vulnerable Groups) Scheme. We can arrange for these checks to be carried out through Education Services.

General Data Protection Regulations

As you will undoubtedly be aware, the new GDPR regulations became effective on Friday 25 May 2018.

Letter of Chief Officers Public Protection Group



13 June 2018

Dear Colleague,

Information Sharing

The protection of children, young people and adults at risk, is **"everyone's responsibility and everyone's job"**. This cuts across also aspects of private life and professionals business. We all have a duty, individually and collectively, to protect vulnerable people in our communities.

On many occasions, this will require staff to seek and exchange personal information about individuals. We are however aware that questions of privacy and confidentiality can and sometimes do get in the way of ensuring the safety of children, young people and adults at risk. We wish to clarify the position and reinforce the importance of sharing and exchanging information where the protection of these client groups are concerned.

Children, young people and adults at risk have a right to privacy and the utmost care should be taken when handling personal information. We endorse the need for a sensitive and legal approach when working in partnership with children, young people and adults at risk, together with their families and carers.

Where you have a concern about a child, young person or adult at risk of harm or you are made aware of such a concern you have a responsibility to share and exchange relevant information with other professionals. You should do so without delay and with confidence, following your own agency/service procedures.

All staff should be aware that their own agency will support them if they have shared personal information in these circumstances using their professional judgement.

Recent reviews have highlighted misconceptions about information sharing. We remind you that existing legislation does not prevent you from sharing and/or exchanging relevant information where you believe there are concerns about the protection of children, young people and adults at risk. In addition, you are lawfully able to share confidential information where disclosure is necessary to protect the individual or another third party. This extends to all practitioners working with adults who may be self-harming or neglecting themselves.

We would draw your attention to the Scottish Government's *Sharing Information About Children at Risk: A Guide to Good Practice (2003)* which states:-

"If there is reasonable concern that a child may be at risk of harm this will always override a professional or agency requirement to keep information confidential. All professionals and service providers have a responsibility to act to make sure that a child whose safety or welfare may be at risk of protection from harm"

And the National Guidance for Child Protection 2014 which states:

"Harm" means the ill treatment or the impairment of the health or development of the child, including, for example, impairment suffered as a result of seeing or hearing the ill treatment of another. In this context, "development" can mean physical, intellectual, emotional, social or behavioural development and "health" can mean physical or mental health."

Schools and Learning

Please click on any of the links below for information on how we use your personal information in relation to schools and learning activity.

- [Activity Agreement Consent Privacy Statement](#)
- [Annual Data Check Privacy Statement](#)
- [Application for an Early Learning and Childcare Place Privacy Statement](#)
- [Consent for photography/Videos Privacy Statement](#)
- [Determined to Make Movies Programme \(Contributor\) Privacy Statement](#)
- [Determined to Report Workshops Privacy Statement](#)
- [Enrolment to School Privacy Statement](#)
- [Education Maintenance Allowance Privacy Statement](#)
- [Enrolment and Charging for an Early Learning and Childcare Place Privacy Statement](#)
- [Enrolment of Children for Primary Education and or Young Glasgow Kidz Card Privacy Statement](#)
- [Entertainment Licence for a young person under the age of 16 Production Company statement](#)
- [Entertainment Licence for a young person under the age of 16 Parent and Guardian Privacy Statement](#)
- [Free School Meals and Clothing Grant Privacy statement](#)
- [Free School Transport Privacy statement](#)
- [Home Education Privacy Statement](#)
- [Parent Council Distribution Privacy statement](#)
- [Registration for all CREATE Music Groups Privacy statement](#)
- [Request to Conduct Research in Educational Establishments Privacy Statement](#)
- [School Excursions and Education Visits Privacy Statement](#)
- [School Placing Request Privacy statement](#)
- [The Glasgow Senior Phase School College Programme Privacy Statement](#)
- [University of Glasgow Taster Sessions Privacy Statement](#)
- [Work Permit for Young Person under 16 years of age Privacy statement](#)

Gathering evidence of children's development and learning-

Photographic/ Audio/ Video/ DVD evidence is gathered to support educator dialogue around children's development and learning and also for wider educational purposes. Please let the Head of Nursery or Team Leader know if you have any objections to this.

A school photographer also visits the nursery twice every year- September to take individual photos and May to take group photos. Families may choose whether they wish to buy copies of these photographs.

On occasion, children in the nursery may feature in publicity material such as the local newspaper or educational publications. You will be asked to fill in a consent form when your child starts nursery.

Emergency Closure Arrangements

We have an Emergency Evacuation Contingency Plan in place which we update each year. The Maryhill Hub have kindly agreed to find emergency accommodation for us, at short notice, should the need arise. It is a very short distance from our building with safe walking route. We would always notify you if circumstances require you to collect the children from here, instead of the nursery building.

In very rare and exceptional circumstances the nursery may have to close at short notice, for example, on account of severe weather conditions; power failure or difficulties with fuel supplies; as the result of flood or fire. If we are affected by any of these circumstances, we will do all we can to let you know the details of closure and re-opening. We will keep you informed. This may be done via letters; telephone; notices in local shops or community centres; announcements in local places of worship; announcements in the press or local radio; or on Glasgow City Council's webpage: www.glasgow.gov.uk

This highlights your responsibility in providing us with the details of contactable emergency contacts, should we have to close the school in the middle of a session. Similarly, it stresses the importance of you ensuring that you update your own contact details as soon as they change. **Please ensure that you update these changes at the nursery front office, immediately they change.** This avoids undue stress for your child, when they are left, waiting to be collected and their friends have already gone.

Medical

Administering Medication-

If your child is likely to need medication for any ongoing medical condition e.g. asthma, epilepsy, diabetes or emergency treatment for allergic reactions during her/his time at school, you should discuss her/his requirements with school staff. Prescribed drugs will be given at the discretion of the Head of Nursery, following appropriate staff training, and you will need to fill in a form that authorises a recognised nursery First Aider to administer the drugs to your child.

Please note we will not administer the 1st dose of any new medication in case of adverse reaction.

Nursery staff will always communicate to you if your child has had medication administered to them during their time at nursery- the dosage and the time given and you will be asked to sign this- in order that you are clear about the earliest time that the next dose can be given.

Nursery staff will not normally administer antibiotics. Children who are taking antibiotics are usually ill and therefore should not be at nursery.

Child Illness-

Please be assured that we adhere to guidance on infection control and recommended minimum exclusion periods, to protect the health of all the children in our care, staff and other service users. **If your child is ill, he/she must not attend nursery.**

If your child has had symptoms of vomiting or diarrhoea (or both), it is essential that they do not attend nursery until 48 hours after the symptoms have stopped.

If you're not sure, please phone us **before** you bring your child to the nursery. As adults we have to take control and make the right decisions-in the best interest of the child- as of course the children will say that they want to come back to nursery.

Please let us know if your child is suffering from any infectious diseases, as these can have serious implications for other children, parents and staff. We will display information on the external notice board, but your child will not be identified.

Should your child become seriously unwell or have a nasty accident-

If a child becomes ill during the course of the nursery session, we will do everything to make them comfortable. In the meantime, we will contact you or your nominated emergency contact person.

Should the situation arise whereby your child has a serious accident or becomes seriously ill, we will do everything we can to reach you or your emergency contact immediately. We have three members of our staff team who are trained in **First Aid - Lorna Johnston, Kelsey Campbell, Cheryl McKnight** who will assist in the immediate situation, however, if your child requires immediate medical attention they will be taken directly to the Accident and Emergency Department of The Queen Elizabeth University Hospital, accompanied by a member of staff, where we would ask you to meet us. The member of staff will wait there with your child until you arrive. **Please be assured that serious accidents are very rare indeed. The wider staff team have all been recently trained in Paediatric First Aid.**

Minor accidents and upsets-

If your child has a minor accident in the nursery, basic first aid will be administered by a member of staff and you will be informed of this when you come to collecting her/him unless she/he is very upset and needs you to come immediately.

The location of First Aid Kits is identified by a white cross on a green background. They can be found within each of the white wall cupboards in the children's toilets, in the Medical cupboard in the Laundry, within the outdoor environment and at Nature Nursery in Children's Wood.

Please keep us informed of any upsets at home so that we can be prepared to offer your child appropriate support when necessary.

Routine Health Screening-

If you are anxious about your child's health or development speak to a member of staff who will be able to advise you or assist you in arranging an appointment with your health visitor in the first instance. After which if necessary, the discussion can be taken forward with the necessary Professionals. Routine dental and vision screening is carried out in nursery. Information will be shared in this regard, closer to the time.

Importance of Communication-

Your child's key person will be your first point of contact on a daily basis and will keep you well informed, of any significant events in your child's day, e.g. little learning conversations, new achievements, any accidents etc.

In addition to this, there will be opportunities for formal and informal consultation throughout the year.

Your child's Learning Journal is available in the playroom for you to look at with your child and we are hoping to introduce Individual Art Folios for each child to enable them to build up a collection of pieces over time. We will store these within the Welcome Area for you to enjoy over time.

Our Nursery Newsletters are created and distributed on a cycle of alternate months, to coincide with our planned learning with children. This allows us to create 'Family Fun- Learning Together' tasks to support the continuation of learning across nursery and home. Similarly, we have looked closely at how our system of journaling supports the child's and family's voice, to share learning from the home and community, as well as wider achievement and successes.

In addition to the Newsletters, information notes will be placed in your child's pigeon hole at the top of their coat peg. **It is your responsibility to check your child's pigeon hole each day for important information.**

Please also take time to have a look at the **Information Boards** which have been developed within the **Welcome Area** to capture what we feel are some of the **fundamental key aspects of Early Learning and Development** as well as some of the wider issues which affect every family and which fall under the umbrella of 'Getting it right for every child' and 'The importance we place on getting better at really listening to children all of our senses'.

We are also in the process of trialling our 'just a quick question' board across each nursery week this session, within the Welcome Area, enabling families to ask their quick question during drop off and collection times and with their permission, displaying the question and response anonymously in a speech bubble, enabling other families to benefit from the response- saving time and preventing many people from queuing to ask the same question, across the course of a week. At the end of the nursery year, we will collate the most commonly asked questions and issue them to new families as part of their Nursery Information Pack.

We are also happy to answer any questions that you may have on an on- going, informal basis about your child, the nursery school, how we work, why we do what

we do, etc and we would be really disappointed if you felt that you could not ask us for information or help at any time.

We are hoping that, in time, our fundraising will enable us to have a screen within our Welcome Area on which to both share key information with you and make visible and celebrate the development and learning of our children. This would also be of invaluable benefit to the wider community as it could communicate key events, available local support, help available/ required at short notice, etc

Your child's Key person will keep a log book to note down incidental communication for the purposes of keeping a track of pertinent information for each child i.e. early collection by Grandparents for dental check- up, etc

Following any informal dialogue with Head of Nursery, or any member of staff, brief notes will be made, simply for purposes of keeping a track of communication.

More formally, you may request meeting with Head of Nursery/ Team Leader and a mutually agreeable appointment time will be found, enabling more in depth dialogue to take place. In this instance, a Minute of the meeting will be taken to ensure clarity of detail.

Nursery Position Statements-

The development of our nursery position statements which reflect our current thinking and practice are being discussed within the staff team on a continuous cycle and, as appropriate, these discussions will include our children, families and members of our community as important stakeholders whose voices we would want to include as important contributors. A number of local authority policy documents are available on the [Glasgow City Council Website: Glasgow City Council-Education and Learning](#)

Section Three -

What Inspires Our Approach?

Our philosophy is shaped by the influences of Early Childhood pioneers', namely, Froebel, Reggio and the more contemporary Highscope research. Their work continues to resonate within current times and inspires within us a confidence on which to shape our guiding principles. These serve to orientate and connect our approach with more recent thinking, understandings and research.

It is important to acknowledge from the outset, that who we are, what we have become, what we think now and how we will think in the future has been shaped and influenced by a variety of factors, e.g. the people we engage in dialogue with; what we

read; the environment. These linger on in our minds, helping us to create new thoughts and form new ideas and theories which will influence our lives. Consequently, as educators we have a very privileged role within communities, in partnership with children and families.

The approach which guides and informs our practice is rooted within a modified High Scope framework, blended with strong Froebelian and Reggio- inspired influences. While fully complementing the guidance set out within Curriculum for Excellence, we are confident that this blended approach will best meet the needs of the children and families within our community.

The framework of our blended approach is based on the following important features of practice-

Core layout of environment- prepared environment that affords freedom with guidance- environment as 'third educator' which includes core objects for learning- 'forms of beauty'; 'forms of knowledge'; 'forms of life'.

The important work of Play and creativity as integrating elements...the engine that drives true learning

Learning inside - outside...unity, wholeness.

Consistent daily routine that can be anticipated

Supporting children to modify behaviours

Multiple perspectives leading to shared understanding of children

Central role of the family

Image of the child as unique, rich in potential, competent, capable, active agents in own learning and learning only what they are ready to learn; childhood as a time in its own right.

Learning within community and across generations -children visible within community

Listening/ voices through representation/ opportunities to revisit and rework previous thinking

Professional dialogue and educators as learners- 'Progettazione'

Importance placed on real objects, natural materials, loose parts

The strong parallels which are visible between Curriculum for Excellence and High Scope Curriculum are evident in the image below.

The Highscope Preschool 'Wheel of Learning'



Some of our learners continue to be supported within a modified Highscope framework, enabling them to engage autonomously- plan- do- review.

The environment as the 'Third Educator.'

It is well documented in theory that the medium through which young children learn best is **play**. This requires the environment to be 'enabling', which amongst other things includes careful consideration to be given to the flow and layout of the playroom environment, ensuring that the individual spaces for learning which are available to children, jigsaw well together and are effective in inspiring curiosity.



This environment should be -

- filled with interesting objects which provoke their curiosity and support the development of their talking and thinking skills;
- educative and interesting, rich with open ended, materials which inspire their creative thinking;
- filled with real and natural materials and calming colours,
- well considered flow and positioning of furniture
- differentiated play experiences within individual learning spaces i.e. what does support and challenge look like for individual children within each learning space?
- emphasising the importance of children's experiences, talk and reflection.
- emphasising the 'processes within' learning/ development - skills, knowledge and understanding slowly being built up, -rather than simply on the immediacy of the 'end products' of' learning for children.
- allowing children the opportunity to make choices from within carefully considered and well presented, high quality learning spaces that supports development of their self -help skills and collaboration with peers.
- allowing children support in their interests and learning from adults who want to spend time with them and are genuinely interested in what they have to say, who are interested in trying to capture traces of their talking and thinking in order to revisit and reflect upon it.
- allowing opportunities for skilled and informed observation to support effective development and learning.



The playroom environment is a canvas for children on which to lay down their 'threads of thinking' during play. Through skilful observation by educators will support them in beginning to make connections in and across their learning,- strengthening threads, revisiting learning and transferring previous learning into new contexts.

Our core playroom environment comprises of three distinct, yet, interconnected Learning Zones, which blend and flow to create 'a whole'. In time, this will be extended

to include the outdoor learning environment, which will be developed adopting similar thinking. This will ensure a seamless and continuous chain of learning invitations across both internal and external environments.



- Learning Zone One - The Discovery Zone
(includes opportunities to learn outdoors within nursery garden 'base camp')
- Learning Zone Two - The Investigation Zone
- Learning Zone Three - The Creative Zone.
- Nature Nursery- within North Kelvin Children's Wood

Each of the learning spaces is supported by high quality books and appropriate provocations displayed to draw children's interest and challenge their thinking.

Rich environments are to Early Years what high quality schemes of work are to Primary and Secondary schools.

In terms of our learning environment supporting the principles of curriculum design- depth, breadth, personalisation and choice, coherence, relevance, progression, challenge and enjoyment- the experiences we offer children within our core environment are available at all times.

The experiences and opportunities inspire and promote deep level, higher order thinking. Children are able to revisit these experiences time and again, supported by educators whose observations support and enhance their learning.

This environment enables children to develop important life skills of concentration, trial and error, perseverance and engaging with the skills of their peers. In addition to this, the children will have planned learning opportunities which will enable them to

benefit from adult directed learning which stems from educator observations. This forms an additional layer which further enhances the core learning environment.

The skilful observations of educators highlight the progress of children's learning through play over time. They note the increasing sophisticated or creative use that children make of resources available to them, their levels of curiosity, the complexity of language used, their identification of possibilities within play situations, their independent access of learning spaces; their support of others as 'more able peer', their ability to record and reflect on their learning, their increasing ability to use assessment tools to engage in dialogue with educator and peers about their learning.

The development of these high quality learning spaces has required educators to spend considerable time in working closely with children in a training capacity, in order that children understand the context in which these opportunities and experiences come to them. This is rooted in our community Value of Respect for self and others, where every member recognises the importance demonstrating respect for the learning environment. This time is well spent as it then enables educators to support and extend children's learning while at the same time empowering children to take responsibility for caring for their working environment, enabling them to become increasingly independent learners.



As each child begins to grow and develop into a confident individual, a successful learner, a responsible citizen and an effective contributor within the Nursery environment and across the home / Nursery environment, this is reflected within the individual learning spaces, where they begin to tailor the environment to meet their individual learning needs.

For example, this is when the educator may begin to see the child creating cages of different sizes within the Block Area, before collecting different sizes of animals from the Small World Area to add to the cages. The child may then go to the

Computer Area to research the foods eaten by the different animals before creating a food chart on a clip board- taking the Literacy/ Numeracy Toolbox into the Block Area to support this, successfully making connections across many aspects of play.

In this way we see the development of a positive learning story for this child. This will then be shared with their peers and recorded within the Learning Journal with the support of the educator. This experience elaborates on the specific thinking and learning which took place for this child, as opposed to simply documenting what the child did.

Section Four- The Important Work of Play....

Purposes of Curriculum for Excellence -

"Bringing learning to life and life to learning." (BtC 3.)

"Curriculum for Excellence represents Scotland's vision for the education of all children. It aims to raise standards, improve knowledge and develop skills. It is different in scale, scope and approach to any kind of educational development previously undertaken in Scotland. This enriched and creative curriculum requires the full involvement of teachers, practitioners, parents and learners and requires everyone to work together. The aim of all pre-school centres and Primary schools in Scotland is to ensure that every child experiences a broad and balanced education which will enable them to develop skills for learning, life and work. There should be a relevant focus on Literacy and Numeracy and an active and healthy lifestyle should be promoted. Parents and carers are the biggest influence on a child's development, particularly in the early years. Staff and parents sharing information is key to the best possible start for children. We don't just want children and young people to survive in this changing world, we want them to thrive in it."

(Extracted from 'Information for Parents and Carers' Leaflet, CfE, Education Scotland)



What do we understand by 'the curriculum'?

The curriculum includes all of the experiences which are planned for children through their education. These experiences are grouped into four categories.

- Curriculum areas and subjects
- Interdisciplinary learning
(includes the impact of the environment)
- Ethos and life of the school
- Opportunities for personal achievement

In Wyndford Nursery, we negotiate the Curriculum with the children's prior experiences and learning interests as the central focus. We are committed to ensuring that the children's local community; alongside the skills and interests of nursery families and friends are harnessed in order to shape a curriculum that is relevant and meaningfully respects the rich diversity within our community.

Play opportunities help to develop these experiences and interests, sometimes, perhaps within a theme or context. We encourage an interdisciplinary approach to learning, noticing carefully in which direction the children take their learning. With our knowledge of child development and learning, we observe the small steps of progress which we anticipate and which are necessary to take the children from one stage to the next. The role of the educator is to support and shape the learning pathway, as the children strive to make connections in their learning.

Finally, we reflect on Experiences and Outcomes visited across this learning journey. We note specific aspects touched upon and to what degree. This knowledge supports us in our professional dialogue as to the possibilities for future learning, noting aspects of previous learning which some children may require revisit.

Engaging community to help us create our children's curriculum

Wyndford Nursery 'growing and learning together'

A curriculum which enables children to voice children's diverse realities, children as role models

Basic literacy for understanding, which respect difference as difference.

Using knowledge of the community and meaningful skills to shape curriculum

Influences of Early Childhood Theorists' research towards evidence-based action. Responsibility to engage in ensuring to better the future

Philosophy of play which is effective in enabling an equitable approach

Children's visibility within the community, as citizens, as they go out to learn and feel. Familiar and community sharing skills and interests in supporting children's learning now as well as nurturing the capacity of the future towards world of work

Dialogue and adults as facilitators and researchers - learning in relation to each other and with assessment of their own capacity

Recognition of wider achievements

Continued investment in strong partnerships to support us in co-creating opportunities for learning and teaching

Deformed activities and interactions which support children as protagonists

Talking and Hearing about learning towards a shared understanding of how to WAG HOW

Respectful learners who take responsibility, who persevere and are resilient, with increasing confidence and motivation towards independence

Children's stories as records of effective interdisciplinary learning, as a narrative form of assessment - entering, assessment of deep sustained learning is informed by children

Nature Nursery - the impact of great as a platform for powerful learning

What does this environment for learning communicate? What steps of the educator do we hold alongside that of the child?

OPPORTUNITY, CLAIM, RESPECT and TRUST to build new knowledge in dialogue

Creativity from choice - the specific and unique and forms of early development - science as self created

We are committed to supporting each individual child and their family to experience a real sense of 'belonging to', nurturing them to achieve their potential, within a proactively enabling environment, needs and not, and which respects the child's need to lead their own learning, whilst acknowledging the need for a balance of adult mediated activities which support children's capacity

Working towards a principled approach which understands and respects relationships learning

Supported to engage, to develop skills of creativity and innovation (incl. progression of core skills within Literacy, Numeracy and Health and Wellbeing)

Freedom as its guiding - an open framework, approach in which children and adults relate, influence and inspire one another

Child-initiated play within an assessment which is designed for learning - purpose meaningful, relevant, coherent and which challenges, towards new learning

Such provision which enables challenges, encourages learning to be recorded, facilitates critical thinking, gathering in order to extend and make new connections

Involving families and community to help to shape learning opportunities (not 'going out to learn')

Appreciation of individual learning strategies and processes. Children who understand HOW they are learners

Recognition of impact on learning of staff, self, shared actions over time

An openness to generative thinking, methods and curiosity to ask WAGS

Observation leading to knowledge, skills, attributes, focus - mapping curriculum as we go and with a focus on transference to other contexts

A curriculum that empowers and recognises willing and engagement as fundamental to readiness to learn

Have well as an environment for learning, recognizing what the learner brings with them

The use of designing for learning strategies and focus on Community Builders, Quality Outcomes and Skills and Attitudes and Strengthening focus on processes of learning

A curriculum which pays attention to the purposes of education and which is rooted in clear moral purposes, consistent to being those which writing shared lives

A commitment to understanding and meeting in the agency of children, educators, families - understanding that this will be difficult, complex and ever changing

A curriculum which supports children to share their learning, enabling that of others

A community which develops children and adults as learners and reflects a shared image of the child

As children look back on their early years experience, what will they remember? Were educators' efforts as partners in learning for them?

Taking time to consider what our new pedagogical 'brand' has become

Differentiated, inclusive approaches which celebrate diversity

We recognise the uniqueness of our nursery, located within the site of the former barracks which was in operation during the First and Second World Wars. As such, each year, all learners are supported to explore the concept of Yearning; alongside their wider community context. We recognise the skills which our young children will need as learners in the 21st Century, to enable them to contribute effectively to society. The development of these core competencies is given central importance within our curriculum.

(Educators: CE, LM, JJ, RS, EC and voices of families Nov '18)

Outdoor Start and Nature Nursery

A few years ago, as a strategy to help us enhance our inclusive practice, Outdoor Start and Nature Nursery were born. Outdoor Start enables one group to begin their nursery day within the outdoor environment with their Key Person across a period of a fortnight to learn outdoors within North Kelvin Children's Wood- returning for lunch at the end of their nursery session.



The Important Work of Play

We recognise that 'play is the engine that drives true learning' and, as such, we are committed to prioritising children's free flow, spontaneous play alongside careful listening and skilled observation in order to plan for more intentional learning. We understand the importance of a careful balance being realised to this end. Play comes naturally to children and learning through this medium does not require persuasion or convincing. Children who are fully involved and engaged are well placed to know what learning requires to be revisited in order to strengthen emerging theories, discover connections across new and previous learning, etc

(An extract from an article by The National Institute of Childcare and Education.)

'One of the greatest attributes of play is the opportunities it affords for learning to live with not knowing: we all learn more effectively through trial and error and play is a non-threatening way to cope with new learning and still retain self-esteem and self-image.'

Twelve Features of Play, Tina Bruce

Tina Bruce- the Twelve Features of Play

1. Children use first hand experiences from life.
2. Children make up rules as they play in order to keep control.
3. Children symbolically represent as they play, making and adapting play props.
4. Children choose to play - they cannot be made to play.
5. Children rehearse their future in their role play.
6. Children sometimes play alone.
7. Children pretend when they play.
8. Children play with adults and other children cooperatively in pairs or groups.
9. Children have a personal play agenda, which may or may not be shared.
10. Children are deeply involved and difficult to distract from their deep learning as they wallow in their play and learning.
11. Children try out their most recently acquired skills and competences, as if celebrating what they know.
12. Children coordinate ideas and feelings and make sense of relationships with their families, friends and cultures.

At Wyndford Nursery, within our indoor- outdoor learning environment, children develop and learn through spontaneous, free flow play experiences as well as through intentional learning opportunities. By incorporating a combination of provocations - areas to inspire curiosity and interest, as well as a subtle range of textiles and natural materials- combined with occasional colour bursts- we aim to watch with interest, enabling us to cater for your child's preferred individual learning style.

It is our aim to create a happy and relaxed atmosphere that is conducive to the development of young children's thinking skills and in which they can relax into productive learning.

The learning environment has been carefully considered and thoughtfully designed to acknowledge the need for children to be able to access opportunities for interdisciplinary learning through play. Our high quality learning spaces, set within a nurturing, respectful environment offers potential combinations across the eight areas of the curriculum, as set out within the 'Curriculum for Excellence' Guidelines, viz., Health and Wellbeing; Literacy and English; Numeracy and Mathematics; Expressive Arts; Sciences; Social Studies; Religious and Moral Education and Technologies.

Children are highly skilled in their craft of play which happens very naturally.

All of this said, you may well be wondering then about the requirement for the role of the educator?

The educator becomes the glue in the process of learning and teaching- combining pedagogical approaches and careful noticing to build knowledge of the child as an individual learner. Our professional knowledge of child development pre- birth to three, alongside our dialogue with colleagues across the Early Level in P1 ensures that children's transitions in development and learning are well-considered.

We engage a 'Stories of Learning' approach to making children's development and learning visible, considering Narrative; Analysis; Provocation. We hope that these stories will be enhanced by shared dialogue across nursery and home.

The process of supporting intentional learning with children involves three distinct stages and all begin with skilled observation by educators and families. This weaving ensures that the principles of curriculum design are inherent in everything that we do alongside children, through play.

Long Term Planning is concerned with children's entitlement to a **broad and balanced curriculum**. At this level, this is achieved through the appropriate allocation of time to teaching, learning and assessment of the Curriculum. It may give a brief overview of the year, which accounts for festivals and seasonal events. It may also reflect acknowledgement of potential learning within the local community. It is open- ended and flexible.

Medium Term Planning addresses Continuity and Progression within the Curriculum and ensures that learning is taken forward at a pace that enables **depth of learning** to be achieved. Through the highly skilled observations of the educator, the learning needs and interests of the learner are carefully balanced. Children's interests and ideas will be a significant feature. The contexts for learning are thus determined, recognising that children learn holistically and interdisciplinary. At this level, connections are made across and between Experiences and Outcomes from different

areas of the curriculum. These are effectively and coherently linked within the same learning contexts in a reflective, evaluative, retrospective manner, in a way that does not close down learning possibilities before children begin.

Short Term Planning responds to children's spontaneity- Personalisation, Choice, Differentiation and specific planning to include the needs of individual learners. It communicates the possibilities of the anticipated core learning, including details of experiences and opportunities, resources, environment; new language, skills and processes that will be introduced. All of these will be commented upon by educators, through ongoing observation of children's engagement within the cycle of learning. Flexibility should exist to revisit and consolidate learning or, similarly, to recognise and respond to the need for greater challenge.

Additional Support for Individual Learners-

We believe that all children learn in different ways and may experience a variety of additional support needs at different times throughout their development and learning. For some children, this support may only be for a short period, while for others, this may be required over a longer term. While it is important that the whole staff team has a good relationship and a working knowledge of all of the children, our 'Key Person' system ensures that at least one member of the staff team has very good core knowledge of your child and can plan effectively to meet his / her needs.

Parents who have any concerns about their child's development should discuss this with their child's Key Person or the Head of Nursery.

GIRFEC

GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector - in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.

It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means:

For children, young people and their families:

- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They will feel confident about the help they are getting
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners:

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

Some children may benefit from additional support by way of a more focussed assessment conducted by members of the staff team and /or other professionals, e.g. our Link Speech and Language Therapist, Occupational Therapist or our Link Educational Psychologist.

Early involvement of these professionals can ensure that potential difficulties are picked up as early as possible, enabling us to put the appropriate support mechanisms in place in a timely fashion. Following discussion with Head of Nursery/ Team Leader and your child's Key Person, the decision to consult additional professionals will only be arranged at your request or with your approval.

Some children need a Wellbeing Assessment Plan (WAP) to ensure that their developmental needs are closely monitored. If your child needs an WAP, the Head of Nursery will arrange to meet with you and any relevant professionals to develop the Long Term and Short Term priorities to be addressed with your child. Thereafter, the Head of Nursery, Team Leader and your child's Key Person will meet with you to share ideas as to how our '**Family Participation Strategy**' could support the work of enabling your child to achieve Long and Short Term priorities. This could involve the whole

family in bringing to life some of the priorities contained within the WAP, using games and activities within the home / Nursery activity bag. This activity bag will be changed over at regular intervals, following discussions with you as a result of observations made by yourself as a consequence of your child using the activities at home with the family. When your child moves on to subsequent activity bags, the process will be repeated. The feedback we have received from families using the Activity Bags has been very positive. We have effectively engaged the Interpretation Service and the Speech and Language Team to support the development of the activity bags. This will include interpreting the designated tasks, including, for example, translating a story onto the parent's mobile phone, and supporting their retelling of the story to their child at a later stage. This development has had a very positive impact for both parent and child.

Glasgow City Council has a duty, as outlined in the standards in Scotland's Schools 2000 Act, to ensure that your child achieves their potential. Glasgow's Education Services is committed to the inclusion of all children and young people with Additional Support Needs (ASN), where possible within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act.

It is also part of Glasgow City Council's policy to maintain a range of Special Educational Establishments. This recognises the key role to be played by specialist provisions in addressing severe, low incidence disabilities.

The authority recognises that there are a wide range of factors which may act as a barrier to your child's learning. We are committed to working closely with parents and carers to ensure that you are fully involved in supporting and helping your child overcome barriers to learning.

Additional Support Needs (ASN) cover a broad spectrum. These include a learning difficulty or disability but could also apply to a child or young person suffering from bereavement and who requires pastoral support or a more able child /young person or a child with a particular talent, which needs to be fully developed.

The policy requires all establishments to provide an environment where children and young people with Additional Support Needs (ASN) are actively encouraged to be effective learners and benefit from their school education.

Any parent/carer seeking further advice regarding this policy should contact the Head of Nursery in the first instance. If a parent is unhappy with the support their child is getting, they should discuss this initially with the Nursery in order to seek a resolution.

Further information relating to Additional Support Needs (ASN) is also available on Glasgow City Council website:

[Glasgow City Council website - Additional Support Needs](#)

Section Five - Families in Partnership

Our Aim for the Development of Partnership with Our Families

We hope that our Parents and Carers always feel welcomed and valued when they come through the door in Wyndford Nursery. Please be assured that the Staff Team and Head of Nursery are always available should you wish to speak to them at any time. This can be a quick exchange of information or alternatively, you can make an appointment to have a more formal discussion. We can also make arrangements to be available for you with just a little notice, if you just need a listening ear - a sounding board - over a cup of tea.

In consultation with families we have agreed to produce a Nursery 'Fridge Page', once a month. A copy is made available to every family each month and a copy placed in the Welcome Area. In addition, it is uploaded onto the Nursery Glowblog and families can translate this into first language using QR code.

'Time for Me!'

We aim to work closely with our parents and carers in a partnership built on trust and mutual respect and taken forward in a spirit of open communication. During the time your child is part of Wyndford Nursery community, we hope that you will also want to be involved the work of the Nursery, giving of your time, skills and interests, where possible, to help meet the needs and interests of the whole community.

Meeting the needs of individuals. -taking time to notice and collaborate to make things better.

It is important to us as a staff team that we are sensitive to changes in our families. For some of our parents / carers, the conversation that they have within the nursery, either with another parent / carer or member of staff, may well be the only conversation that they have with an adult that day. Ultimately, the wellbeing of our parents / carers impacts on our children. It matters that we are alert to specific needs which our families may be facing at a particular time. This may be in the run-up to Christmas, or help to get some much needed family time away; help with home making for a new house, etc. We can only begin to 'Get it Right for Every Child' when we get better at doing more to help families get it right. To this effect, we have engaged with our community colleagues to support us in this work, making connections and 'joining up the dots' for individual families. This may be by providing support to enable them to make connections with others in similar situations, e.g. as kinship carers or caring for children with Additional Support Needs: up-levelling skills and building confidence via local courses to enable them to complete job applications/CVs and cope with interview situations; befriending and volunteering, etc. **Ultimately, we will have more chance of working alongside families to 'get it right' if we enjoy relationships built upon respect, trust and strong communication.**

The 'gift of time' and 'free cycling'-

The introduction of 'Nursery Garden Days' in order to support the physical environment aspects of the Nursery improvement priorities has been a very positive development.

We could not have imagined the extent to which our nursery neighbours - local community groups, local councillor and his supporters, families and friends - would pull together, volunteering their time and skill to work alongside children and staff to begin to develop our outdoor learning environment.

The connections we have made within the local community have served to ensure that we are accessing all available resources in a spirit of 'free cycling'. We are also becoming more effective at recycling resources within the community.

We understand that our community will progress successfully as a result of small, consistent actions of many. This provides a positive role model for our children through demonstrations of good example which instil a sense of purpose and the formation of a community which nurtures it's own future.

Swap shop, Pre- loved clothing rail and Food Bank-

In listening to our community we have worked in partnership to develop the following shared supports.



Family engagement-

We are committed to the creation of on- going, meaningful invitations to families to participate in the life of the nursery and as partners in learning with educators and children. Having asked families '**What matters to you?**' we are now shaping our actions and interactions alongside families, in order to take meaningful action towards addressing the things that matter. In addition to this, we are encouraged by the commitment demonstrated by parents/ carers, including the creation of a residents' discussion group to explore wider community issues that affect everyone and a parents' support group, to facilitate the sharing of challenges and strategies in respect of parenting children with additional support for learning needs. We feel very supported as a staff team by this motivation and commitment.

Supporting our chosen charity- Mary's Meals-

We have taken the decision to begin to build a relationship with widely recognised charity, Mary's Meals. This charity supports third world communities through helping to build a better life for their children through education. Mary's Meals provides a healthy meal for children who attend school each day, thereby ensuring nourishment for mind and body. Our children in Wyndford Nursery become global citizens through providing practical support via the 'Backpack Appeal'. Our children are engage in helping children in African countries to develop their Literacy and Numeracy skills as they collect, sort, pack and label items required by the charity to resource the Backpacks. These include lead / coloured pencils, pens, a rubber, a ruler, a sharpener, a towel, soap, flip-flops, a tooth brush and toothpaste, Tee shirt and shorts, note pad, small ball, cup and spoon.

We appreciate that it may not be possible for parents/carers to provide everything required for a Backpack so instead, we are filling backpacks as a community. The children are helping us to tally the quantities collected! Items do not have to be new but should be clean. We have been fortunate to have representatives from the Charity to speak with children and families at various times and to show short film clips of the delighted recipients of the Backpacks. This has a tremendous impact on all concerned.

Section Six-

Supporting Transition Across the Early Level

(from Nursery to P1)

During the first week of November each year, parents/ carers are invited to register their school aged children at school, for admission the following August.

There are sound educational reasons for trying to ensure that the admission of children to school takes place at the start of a school session in August.

Registration of Infant Beginners and Choice of School-

Education (Scotland) Act 1980

It is customary for children to attend their local Primary School.

Children being registered for education must attain the age of 5 years between 1 March of the year of entry to Primary 1 and last day of February the following year.

Parent /carer of a child due to start school in August can now enrol their child in their local primary school of choice using the online facility during the **first week in November** to register them for education in August of the following year.

Information about what you will require as part of this process will be made available at the time.

Parents /carers may prefer to register their child for Gaelic Medium Education. Information regarding this option is available from the **Gaelic School**.

An advertisement on Registration of children for Education is published in the national press during the second week of October each year, outlining details with regard to Primary School Registration which takes place in November of each year.

Some parents may wish to make a request to place their child in another school under the management of the Education Authority and should make a **Placing Request** for the school of their choice. This can be done using the online facility. **However, the child must be registered initially at their local primary school**, where parent /carer will be given a Placing Request form to complete.

Further information can be found on the *Glasgow City Council Going to School* website:

[Glasgow City Council - Education and Learning](#)

(Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.)

Please refer to the under noted links for further details on your local catchment school and on choosing a school.

- [Find My Nearest](#)
- [Primary Schools](#)
- [A guide for parents on choosing a school and the Placing Request system](#)

Placing Requests forms and information on the Authority's Placing Request procedures is available from the [Application Forms](#) page.

Placing Requests forms can be submitted from the first week in November until the 15 March each year and should be sent to the appropriate **Area Office** for the chosen Primary School. All information can be found here:

<https://www.glasgow.gov.uk/article/18205/Placing-Requests>

It is important to note that where it is agreed in dialogue with families that a child would benefit from early enhanced transition planning, this can become more tricky whereby a placing request is also pending- as we can only work with child's catchment school until such times as the placing request is confirmed. Often times, this does not leave adequate time to allow for a robust plan to be realised.

Parents should note that if they apply and are successful for a placing request into a particular primary school, the child **would not** automatically transfer to the associated secondary school.

For further enquiries contact your local school directly or:

Children and Young People Support Team

Education Services

City Chambers East

40 John Street

Glasgow G1 1JL

Phone: 0141 287 7477

E-mail: cypsenquiries@education.glasgow.gov.uk

Links with Primary Schools - Educator dialogue across the Early Level-

Due to the number of feeder Primary schools which our Nursery serves, we plan to work closely with one Primary School over a two year cycle to enable a series of visits to a 'generic' Primary school to be planned. This will help to ensure that the process is two-way and that the Primary1 children have the opportunity to work within the Nursery environment on an agreed, identified problem-based learning challenge / shared learning tasks. These will be planned and carried out over a number of weeks and will be built upon once the children begin P1. The parents / carers accompanying us on these visits will be those whose children will be attending that specific Primary School, enabling them to begin to build relationships and begin the process of orientation for themselves. Starting school can be a daunting time for parents and carers too!

In addition to this, Nursery educators will liaise with staff from other local primaries, to exchange information and ideas about

- specific strategies which have been successful for individual learners;

- to share information about the pre—entrant programme for each school. This programme is vital in helping to ensure a smooth transition from Nursery into Primary 1.

The Portfolio of assessment evidence which Nursery educators gather for each individual child during their time at Nursery will be used to build up a picture of them as a learner. Some of this will come from discussions with the family during 'Parent Conversations'. The Portfolio will be passed on to school along with summative report which will include the 'voice' of the child and the family. You will also receive a copy of this report. Your child's Journal will be gifted to him / her and the family as a special keepsake by which to remember those special Nursery days. Your child's key person/ Team Leader/ Head of Nursery is always available to discuss the information with the receiving school. We are happy to host visits from Primary staff for face to face professional dialogue. Specific meetings are arranged in addition to this to ensure an enhanced level of support for children who have Additional Support Needs.

Deferred Entry to School

Children normally start school at the start of term in August, in the year during which they have their 5th birthday. Some parents choose to defer or delay their child's date for starting school by a year. If you wish to defer your child's school start date, you should speak to the Head of Nursery in the first instance.

Children with January/February birthdates are automatically entitled to defer entry to school should their parents wish it. These children will receive a continued, funded place. **Charges will apply for any hours attended over and above the funded hours.**

Applications to defer entry to school for children whose birthdates fall out with January / February birthdates will also be considered. However, it should be noted that there is **no automatic entitlement to funding**. **Where an application to defer is NOT agreed by the Council, or where it is simply a matter of parent/ carer preference, the parent/ carer will be required to fully fund the place themselves.** This means that the parent/ carer would be charged for ALL hours attended and no funded entitlement would apply as that would have been exhausted in previous years.

Working in Collaboration with our Wider Community

The Learning Community

As a member of the Clevedon Learning Community, we meet regularly with representatives from schools within the area to play our part in working towards the

continuous improvement in the quality of education and care services available at a local level for our children, young people and families.

As part of this, we liaise with colleagues at a National level, engaging in professional dialogue to support our work, i.e. Education Scotland; Care Inspectorate; NHS Scotland; Scottish Government, etc. Equally important is the continuous dialogue we have at a local level, to share practice and expertise with colleagues from Educational Psychology, Health, Social Services, Housing, Community Groups, Cultural Services, Community Volunteer/ Trust Organisations, Charitable Organisations, Partnership Nurseries. In addition, we liaise with other services within the local / wider community, resulting in positive learning opportunities and impact for children and families, viz., Maryhill Integration Network, Health Forum, Homestart, Action for Children, Emmaus, St. Vincent de Paul Society, Park Rangers, Glasgow Gaelic School, Kelbourne School, The North Kelvin Children's Woods, GCC 'Promoting Positive Relationships'- Inclusion Service, Glasgow Life, 'Sense over Sectarianism', etc.

This enables us to join up our work more effectively, encouraging flexibility and adaptable working- enabling educators and families to work together across communities with similar needs.

The Nursery as part of the Community-

It is our aim to play a full part in the life of the Wyndford community, involving the community where possible in the life of the nursery and reaching out to play our part in supporting the needs of the local community. We are very keen to foster good citizenship and care of our environment by supporting our children to develop an understanding of the need to work together as a community. Our children will be supported in becoming 'Eco aware' through participate in learning experiences which will build knowledge of simple, habit- forming ways in which to reduce our 'carbon footprint' and help us to achieve a Green Flag for the Wyndford community.

We are encouraged by the strong interest which members of the community have taken in our development work and the support which they have offered, recognising the 'lift' which the physical improvements to our nursery environment gives to their community. Recent connections which we have made within the local community and which have assisted us in progressing aspects of our work include-

- Nursery Families and Friends
- 'Get Go Wyndford' Community Group
- Local Councillors and MSPs

- The Maryhill Hub
- The North Kelvin Children's Woods
- Housing Associations
- Linda Devlin, Glasgow City Council, Area Partnership Funding
- Police Scotland
- Community Safety Glasgow
- Colleagues within local Early Learning and Childcare provisions
- Good relationships being established with Health Visitors and individual Social Workers
- Nursery Neighbours
- Friends of the nursery who are members of the Residents Association and Community Council
- Third Sector Organisations

Working in Collaboration with our Wider Community

Community Contacts and Addresses-

Maureen McKenna
 Executive Director of Education
 Education Services
 Glasgow City Council
 City Chambers East
 40 John Street
 Glasgow
 G1 1JL
 Tel: 0141 287 5384

Jim Wilson
 Head of Service (North West)
 Education Services
 City Chambers East
 40 John Street
 Glasgow
 G1 1JL
 Tel: 0141 287 2000

Heather Douglas
Early Learning and Childcare Manager
Education Services
City Chambers East
40 John Street
Glasgow
G1 1JL
Tel: 0141 287 2000

Alison Bowers - Early Learning and Childcare Area Service Manager
(North West)
Education Services
City Chambers East
40 John Street
Glasgow
G1 1JL
Tel: 0141 287 2000

Glasgow North West Psychological Services
LIG 2 Team
35 David Street
Glasgow
G40 2UN Tel: 0141 276 2170

Ward 15- Maryhill / Summerston Multi-Member Ward

Councillor John Letford- Scottish National Party

Councillor Franny Scally- Scottish National Party

Councillor Jane Morgan - Labour Party

Other Political Representation

Member of Parliament:

Patrick Grady - Glasgow North - Scottish National Party

Carol Monaghan - Glasgow North West - Scottish National Party

Member of Scottish Parliament:

Bob Doris - Glasgow, Maryhill and Springburn - Scottish National Party

Scottish Members of the European Parliament: David Coburn, Ian Hudghton, David Martin, Nosheena Mobarik, Alyn Smith, Catherine Stihler.

Maryhill Police Station
1380 Maryhill Road
Glasgow
G20 9TX
Call 101

Social Care Direct
Tel: 0141 287 0555 (during office hours)
Tel: 0300 343 1505 (Out of Hours Social Work)

Section Seven- Additional Information

Suggestions and Complaints Procedure -

We are always eager to maintain and improve our service.

If you have any **suggestions** to make about the service, please contact the Head of Nursery in the first instance.

If you have a **complaint** about any aspect of the service you should contact the Head of Nursery in the first instance.

We can arrange interpreters to support you with discussions you have with us.

If the Head of Nursery does not resolve the issue to your satisfaction, you may contact our Customer Service Unit who will:

- take a neutral stance in fully investigating your complaint
- acknowledge receipt of your complaint within five working days
- give a full written response within a further 10 working days, unless another timescale has been agreed.

The Customer Liaison Officer can be contacted in writing, by phone -

0141 287 5384 or e-mail: education@glasgow.gov.uk

Customer Liaison Officer
Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL

If for whatever reason you would prefer not to take this particular route to having your concerns addressed, you may go directly to:

Social Care and Social Work Improvement Scotland
Compass House
11 Riverside Drive
Dundee
DD1 4NY
Tel: 0845 600 9527

The Freedom of Information (Scotland) Act 2002

Any person can obtain information from Scottish Public Authorities which includes:

- The Scottish Executive and its agencies
- The Scottish Parliament
- Local Authorities
- NHS Scotland
- Universities and further education colleges
- Police Scotland

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service
- Factual information or decision-making
- The reasons for decisions the authority has made

The legal right of access includes all types of 'recorded' information of any data held by the Scottish Public Authorities. From 1st January 2005, any person making a request for information must be provided with that information, subject to certain conditions.

Further information is provided on the Glasgow City Council web site:

[Glasgow City Council web-site - Freedom of Information](#)

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.

Privacy Statement and Data Protection-As a local authority our schools and Early Learning and Childcare establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things that the data held about children and young people must only be used for specific purposes. However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people, or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at

<http://www.glasgow.gov.uk>

Please Note

Although the information contained in this handbook is correct at the time of printing there could be changes affecting any of the matters dealt with in it, either before your child's placement begins or during the course of their placement. A list of necessary amendments will be collated and made good for the beginning of the following school session.