



Stornoway Primary School Nursery



NURSERY Handbook 2024-25



WELCOME TO STORNOWAY PRIMARY NURSERY

Dear Parents/Carers

We realise that starting nursery is a whole new experience and this may be your child's first encounter with adults and children outside their own family circle.

We strive to make Stornoway Primary Nursery a welcoming, happy place for your child. We will build upon the valuable experiences your child is receiving at home and like you, we will value and care for your child as an individual and encourage them to give of their very best through a variety of experiences and interactions.

We hope that you and your child will enjoy the time that you spend here with us. We trust that you will find this handbook interesting and helpful.

The Nursery provides pre-school funded sessions in Gaelic and English both in the mornings and afternoons along with childcare spaces for children from the age of three months to five years.

The Nursery is managed by the Head of School, Miss P Maclean with day to day operational management delegated to Mrs Tannie Mitchell, Nursery Manager and Karina Mackay, Depute Head-teacher (Early Level). During holidays, the setting will be managed by Mrs T Mitchell Nursery manager or in her absence, by the Comhairle's Early Years Office staff.

The group is registered with the Care Inspectorate, under the Regulation of Care Scotland Act 2002 and meets the National Care Standards. The group is inspected by a SCSWIS Officer and is open to joint SCSWIS and HMle inspections.

Yours Sincerely,

Karina Mackay DHT

Our Vision

To create a Nursery where children learn through play in a happy, creative, healthy and fun environment.

Values

Kindness, Nurturing, Respect, Responsibility

Our Aims

To give every child the best possible start in life, Stornoway Primary Nursery will:

Provide a safe and stimulating environment where children are respected, valued and included in all aspects of Nursery life.

To enable each child to develop their full potential as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors in a high quality learning environment.

To consult with children and build on partnerships with families, the community and other agencies to provide support for all.

To promote our children's health and well-being, encouraging self-esteem and a respect for diversity and a fairness in life.

To promote, develop and celebrate Gaelic language and culture throughout the Nursery and wider community.



Staff Information

Head of Establishment		Peigi Nicolson (Head of School)
Depute Head-Teacher/ Nursery manager		Karina Mackay/Tannie Mitchell
Play-leaders		Catherine Macdonald (English Willow room) Sheena Fulton (English Bluebell room) Sandra MacRitchie (Gaelic An Struthan room)
Nursery Key workers	Willow Room	Poppy Taylor Christine Macleod Abbie Macleod Molly Miller
	Bluebell Room	Catriona Gunn Chloe Campbell Julie Drummond Mary-Ann Lennie
	An Struthan	Careena Macleod Angela Morrison Lynsey Macdonald
	Playroom Support	Tori Maciness Anna Mackay

Our Playrooms

We currently have two English playrooms with a mix of term time and all year registered children:

- Willow Room
- Bluebell Room

and 1 Gaelic playroom:

- An Struthan



In the playroom the following adult child ratios apply:

Room Number	Provision	Ratio
Willow Room	English: Children 3 years to school age	1 adult to 8 children
Bluebell Room	English: Children 3 years to school age	1 adult to 8 children
An Struthan	Gaelic: Children 3 years to school age	1 adult to 8 children

Maximum capacity – 32 children in each playroom.

All NURSERY practitioners are required to register with the Scottish Social Services Council (SSSC). This regulatory body ensures that practitioners have appropriate qualifications for their role and continue to update their knowledge and skills. All practitioners have enhanced disclosure checks.



Security

For the safety of all children, a door security system is operational throughout the building. Access to and from the Nursery rooms should be via the dedicated Nursery door at the back of the Nursery building. The Nursery has a video entry system and a buzzer system at the front door. **This controlled entry system allows staff to see people who wish to enter and anybody not known to Nursery staff, will be asked to identify themselves before being allowed access.**

Signing in System

Parents/carers come into the playroom and sign children in and out at drop off and pick up times. Parents must notify Nursery staff if/when another adult is to collect their child. All adults collecting children **must** be named on the child's communication log sheet. If the adult who is collecting your child is not on the list for collection they will need to provide a security password via the nursery manager. To ensure the Nursery meets the required adult/child ratios, please ensure your child does not arrive at the Nursery until the time they are booked in for.

Admission and Enrolment

The Nursery aims to ensure that the admission of children is fair, equitable and responsive to the needs of children, their parents and carers

A Welcome Pack containing a registration form, consent forms, contract and Child's Personal Care plan will be issued to the parent/carer. It is essential that all forms are completed by the parent/carer prior to the child attending Nursery.

Enrolment and Eligibility

Pre-school and school enrolment usually takes place in January on a date notified to parents by local press advertisement.

We have three entry dates for Nursery: August, January and April. Children entering in August must be three before the end of August; children entering in January must be three before the end of December and children entering in April must be three before the end of February.

Nursery aged children receive 1140hrs government funding throughout the year. Examples are detailed below.

EXAMPLE TERM-TIME FUNDING OPTIONS (30 HOURS PER WEEK):

Over 5 Days	9.00am – 3.00pm Monday to Friday
Over 4 Days	9.30am – 5.00pm Monday to Thursday

EXAMPLE FULL-YEAR FUNDING OPTION (22.5 HOURS PER WEEK):

Over 5 Days	8.30am – 1.00pm Monday to Friday
Over 3 Days	9.00am – 4.30pm Monday to Wednesday

To experience a little of the atmosphere and to meet the staff, children will be invited to spend two induction sessions in June for August starts, before the Christmas break for January starts and March for starts after the Easter break.



Holiday Entitlements

For Term-time contracts, the Nursery follows Stornoway Primary School's holiday calendar.

For all-year contracts, holiday entitlement runs from 1st August – 31st July. For full-time and part time places, parents are entitled to two weeks' holiday leave which can be taken as and when required during the year. Provided one months' notice is given, childcare fees will not be charged.

The Nursery is closed for the Christmas /New Year holiday and for CNES public holidays. No fee will be charged for these days.

Booking Contracts and Fees

Parents will be asked to sign a parent contract and will be expected to pay for any days over and above contracted hours, whether they attend or not. It is important that you read this contract carefully prior to signing it as it outlines the conditions attached to your early education and childcare place.

All Rooms

Times	
Drop off	Between the hours of 8:30 – 9.30am or 12.45pm - 1pm
Pick Up	Between the hours of 11.45-12pm or 12.45 - 1pm or 3 - 5.30pm

Children eligible for pre-school funding will have their pre-school hours deducted from the final bill.

If children are not collected at their finishing time, the Nursery reserves the right to charge £15.00 per hour.

Your child is entitled to a maximum of 30hrs term time and 22.5hrs all year pre-school education in one week.

Invoices for fees will be issued monthly in arrears. The preferred method of payment is by Direct Debit, or by payroll for CNES employees – relevant forms are enclosed in parent pack and are available from the Education and Children's Services Department, Early Years Office. To answer any queries regarding methods of payment, contact the Early Years Office (01851 822655). Failure to pay can result in the service no longer being available.

Curricular Rationale:

We aim to be an inclusive Nursery with a focus on providing high quality care and early education that develops learning through stimulating play. Within the framework of the Curriculum for Excellence, we plan delivery of experiences and outcomes by following the children's interests. To fulfil the agreed aims of the Nursery, we create a caring ethos, which respects the cultures, beliefs and traditions of all children and families, develops children's skills through play and actively involve children in leading their own learning.

Curriculum

We aim

- to provide children with a varied balance of high quality experiences according to their individual needs.
 - to provide a good balance between activities initiated by children and those initiated by adults.
 - to be responsive to their needs and interests and to ensure progression in children's learning and development.
 - to involve children actively in their own learning so that they become:
- Confident Individuals
 - Successful Learners
 - Effective Contributors
 - Responsible Citizens.



Resources and Accommodation

We aim

- to provide a safe, secure, hygienic and stimulating learning environment.
- to ensure that resources are well-matched to the needs and interests of the children.
- to provide appropriate support and challenge in indoor and outdoor learning.

PLAY IS IMPORTANT!

Learning through play is the main principle within the NURSERY.

Young children learn naturally through play and they enjoy learning through this approach. In their play they may find out about materials, use and develop language, act out situations, ask questions, look for information in books, make friends, see how their actions affect other people, try out ideas, learn rules or read stories.



Curriculum and Planning

A CURRICULUM FOR EXCELLENCE

Stornoway Primary School Nursery provides a flexible and stimulating environment to engage children in their learning through well planned and challenging play. By providing structure, support and direction to children's learning, the curriculum enables all children to become:

• **Successful Learners** • **Confident Individuals** • **Responsible Citizens** • **Effective Contributors**

"The Curriculum for Excellence" has 8 curricular areas. The following summarises some aspects of learning which will take place within each area.

Language/Literacy

- Listen with enjoyment and respond to stories, songs, rhymes and poems
- Listen and talk to children and adults
- Explore books/texts and understand some of the language, layout
- Develop an awareness of letter names and sounds
- Have fun with language and creating stories

Mathematics/Numeracy

- Explore numbers; develop understanding of counting, number processes, order, money, time and measure
- Collect objects, ask questions to gather information, organise and display, share findings with others
- Investigate shapes and objects

Health and Wellbeing

- Develop confidence, resilience, self-awareness and self-worth
- Form positive relationships, take turns and share resources, follow rules
- Take part in physical play and activities, develop body control, use equipment safely
- Develop awareness of healthy eating and healthy lifestyles, fitness, hygiene, safe

Expressive Arts

- Choose and explore ways to create images and objects using a variety of media
- Explore line, shape, form, colour, tone, pattern and texture
- Make music by singing, clapping, playing musical instruments and music technology
- Explore role play and drama

Social Studies

- Explore the importance of special occasions and important people in our lives
- Explore places of interest in the local and wider environment and the role of people within them
- Develop an understanding of the weather
- Make choices and take responsibility in play experiences

Technology

- Play with and explore technologies; communication methods, audio/visual, electronic games
- Show care for the environment through recycling methods
- Explore a wide range of resources, materials, software and tools
- Explore ways of presenting ideas

Science

- Develop an understanding of sustainable materials, plants, animals, climate and earth, outer space
- Explore healthy eating and healthy bodies
- Develop an understanding of electricity, sound and ways of communicating
- Develop an awareness and an understanding of the senses

Religious and Moral Education

- Explore Christian beliefs
- Become familiar with religious beliefs all over the world
- Raise an awareness of festivals and celebrations
- Develop beliefs and values

We regularly visit places of interest in the local area e.g. library, shops, garden centre, beach and the Castle Grounds.

We advertise information about local events on our notice board.

In partnership with the local community we enjoy visits from Childsmile, Family Support Officer and Pre School Vision Screening.



Assessment and Reporting

Parents/carers are the primary educators of their children and have an important role to play in their children's development. Parents/carers are welcome to come in and discuss their child's progress. This can be done during daily informal discussion or more formally at arranged appointments. We use the digital platform Seesaw to share children's learning and experiences.

Staff assess children's learning and development by:

- Following their interests
- Observing them at play
- Listening to them
- Talking to them

Working together, staff and children create an individual profile for each child which includes:

- Observations
- Examples of work
- Photographs illustrating progress in learning
- "I can" statements describing children's achievements

Staff will assess all pre-school age children using developmental overviews which is in use across all CNES Nurseries and is shared with parents/carers and then forwarded to the receiving school.

Additional Support for Learning

Some children can have short or longer term additional needs. For such children, personal learning plans, which include achievable targets, are developed in consultation with parents/carers. Regular review meetings and reports keep parents/carers up to date with progress made.



Parental Involvement

We recognise that parents make a valuable contribution to the life of the Nursery and, through Seesaw and Facebook, ensure that they are actively involved in all aspects of their children's development and learning. We welcome opportunities for parents to share their talents and skills in order to support learning both in and out of the playroom. Stay and Play sessions will be held termly for parents to come and play with their children in their playroom.

Snack

Staff raise awareness of healthy eating by purchasing in consultation with children healthy options for daily snack. The children are encouraged to help with the buying, preparation and serving of their snack. The Nursery works in partnership with parents to encourage children to feed themselves and to develop good eating skills and table manners.

Canteen Meals

Free canteen meals are offered to all Nursery children. A copy of the menu is Group Called out to parents and can be viewed on our Facebook page.

Packed Lunch

Children staying in the nursery over lunchtime can bring a packed lunch. Fridges are provided to store the lunch boxes. Lunch boxes should be labelled clearly with the children's names. Parents are asked to support our healthy eating policy by making sure that the contents of the lunchboxes are healthy options and do not include sweets or fizzy /sugary drinks. Food that is not eaten by the children is returned in the lunch box for parents' information.



How You Can Help Your Child

You can help your child to learn by playing together at home and:

- Encouraging them to be independent e.g. in getting dressed and washing their hands before meals, and to share and join in with other children; encouraging them to develop healthy habits in diet, exercise and hygiene.
- Reading to them every day, talking about books with them and reading familiar words to them, for example, the labels on their favourite foods.
- Talking with them and answering questions and playing remembering games and guessing games like "I Spy."
- Helping them to match and sort things, for example, putting together forks and knives or cups and saucers, and pairing up socks, sorting out big tins and little tins, putting packets in order of size.
- Encouraging them to count and use numbers in everyday situations and in nursery rhymes.
- Encouraging them to listen to music, songs, stories and rhymes.
- Encouraging them to express their ideas and feelings, for example, using crayons, pens, pencils, paint, music and play.
- Giving them the chance to use their fingers and hands, for example, building with bricks, cutting out with scissors, helping with baking and fastening zips and buttons.



Messy Activities/ Change of Clothing

In their learning through play, children are frequently involved in messy activities. When getting a child dressed for the nursery it is essential to bear this in mind. It is a shame to see good clothes spoiled!

Parents are asked to provide a set of clothes into which their child can change should the need arise. Clothes should be stored in child's labelled bag.



Taking Learning Outdoors

As daily use is made of the available outdoor areas to enhance children's experiences, parents are asked to ensure that children are dressed in appropriate clothing and footwear. We frequently visit nearby play parks, Castle Grounds, places of interest and attend events in the wider community. Parents are sometimes invited along to enjoy the learning experience.

Sun cream

During the summer months, parents are asked to apply sun cream to their child before leaving home. For children attending Nursery for the whole day, parents must complete a consent form giving staff permission to apply more sun cream later on in the day. Parents must provide sun cream and ensure that children are wearing hats on sunny days.



Wellies

Please provide your child with suitable outdoor clothing and wellies with their name in. Parents should regularly check their child's wellies to make sure they are still a suitable fit.

Toilet Training

If your child is not yet toilet trained, please ensure that you provide nappies/pull-ups. When toilet training, accidents can and will happen. Please provide an adequate number of spare underpants in your child's daily bag and a change of clothing.

Photographs

We use photographs to record evidence of participation in activities and progress of child's development. In line with Local Authority policy, parents will be requested to give permission in writing allowing their child to be photographed.

Behaviour Management

To ensure that the Nursery is a happy and safe place for each child it is important that everyone abides by a standard of appropriate behaviour. We have a simple Nursery Positive Messages code for children to follow. These are reinforced through encouragement and praise by the staff who will act consistently and fairly in supporting the children.

Medical and Health Care

It is very important that full medical details are provided when completing the enrolment form. If a child becomes ill or has an accident while attending the Nursery every attempt will be made to inform the parents. If the illness or accident is of a serious nature, the child will be taken to Accident and Emergency at the hospital and the parents will be contacted and advised to join the child there. For children in nappies, parents/carers must provide nappies/pull-ups, nappy bags and wipes in a bag labelled clearly with the child's name.

Medication in the Nursery

All staff have been advised not to administer medicine to children. However, if it is essential for a child to have medication this may be carried out within the Nursery, in the presence of a witness. No medication will be given without a written request from a parent/carer and signed consent form. Parents must advise staff and note in the consent form when the last dose of medicine was given and the time that the next dose is due. It is the responsibility of the parent/carer to deliver and collect medication or to replace medication when it becomes out of date.

All medication should be given to staff on arrival at the Nursery. Medication, for example, sachets of Calpol, must not be left in children's bags.

Child Illnesses

A sick or infectious child may not attend the Nursery. If a child becomes sick during his/her time at the group, parents or the emergency contact will be informed and asked to take the child home. The Nursery is unable to look after children who are ill or have contagious illnesses. If your child has a contagious illness, please notify the Nursery as soon as possible as it has implications for other users.

The following are NHS guidelines for minimum periods of absence related to certain illnesses:

Chicken Pox	5 days after rash appears
Measles	5 days after rash appears
Impetigo	until lesions are crusted over or healed
Diarrhoea and vomiting	48 hours after symptoms have ceased
Scarlet Fever	24hrs after commencing appropriate antibiotic treatment

For further information, see poster displayed in your child's playroom or ask a member of staff.

Emergency Closure

It may be necessary, very occasionally, to close the Nursery at short notice and send the children home e.g. in exceptionally bad weather or if the electricity or heating system fails. If parents are not regularly available/at home during Nursery hours, they should always make arrangements to have someone collect their children should such an emergency occur. The Nursery asks each parent to provide the name, address and phone number of a person who can be contacted in emergency circumstances.

NB It is essential that the Nursery is informed immediately whenever a child's nominated contact person or telephone numbers change.



Complaints Policy

We believe:

- that children and parents are entitled to expect courtesy and prompt attention to their needs and wishes.
- that most complaints are made constructively and can be sorted out at an early stage.
- that in the best interests of the Nursery and parents, concerns should be taken seriously and dealt with fairly and in a way that respects confidentiality.

Complaints will be dealt with promptly, within an agreed time limit. We will keep a register of oral and written concerns. The register will be available to HM Inspectorate of Education, the Local Authority and SCSWIS.

Making complaints known

A parent who is dissatisfied about any aspect of the group's provision should first of all discuss complaints with the staff.

If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the complaint in writing and request a meeting with the Manager. A written record of the discussion will be made.

If the complaint is not then resolved, the parent is welcome to make an appointment to discuss the matter with the Head Teacher or Depute Head Teacher.

Useful telephone numbers:

Mrs P Nicolson, Head of School 01851 703418

Mrs K Mackay, Depute Head Teacher/Tannie Mitchell, Nursery Manager 01851 822878

Mrs Carol Burns, Early Years Manager 01851 822655

Miss J Mackay, Depute Early Years Services Manager 01851 822655



Care Inspectorate Report November 2021:

‘During our inspection visit, we observed children enjoying their play experiences, both in their playrooms and outdoors. They were happy, settled and confident within the nursery environment.’

‘Children experienced a warm atmosphere because of the very good working relationships within the team. Staff had very good relationships with parents and external agencies, making it more likely that everyone would work together to support children to achieve.’

‘We observed that children had formed positive relationships with staff where there was lots of affection and praise; as a result, children were happy and settled.’

‘Staff had been using in the moment planning to help them be responsive to children's interests and offer challenge. Floor books highlighted how staff listened to children's views and used these to plan for activities that would motivate children to be curious about learning more.’

‘Staff had participated in training based around the forest kindergarten approach and we could see that they had used this and the philosophy of loose parts play to organise the outdoor environment. Playing in nature based environments help build children's resilience and their confidence in risk taking.’

