

STROMNESS EARLY LEARNING AND CHILDCARE SETTING

Nursery booklet

2026/27



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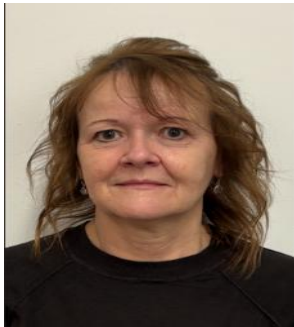
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Welcome to Stromness Early Learning and Childcare

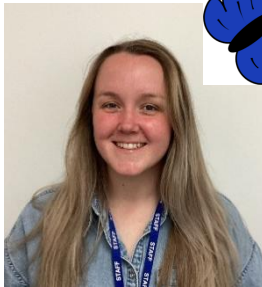
Firstly, we would like to welcome you to Stromness Primary School, and we hope that your association with the school is a long and enjoyable one.

Our nursery is currently staffed by a Nursery Manager, Senior Practitioner, a team of Early Years Practitioners and an Early Years Support Worker. We also regularly take on training posts and students join us as part of their placement.

We have an 'open door policy' and welcome any of the parents in to speak to us at any time regarding any questions, concerns, or feedback you may have.



Miss Easton
Nursery Manager



Miss Harvey -
Senior Early Years
Practitioner
(35hrs)-



Mrs Rendall- Early
Years Practitioner
(24.5hrs)



Miss Fogg-Early
Years Practitioner
(24.5hrs)



Miss Heddle
Early Years
Practitioner



Mrs Gibson-Early
years practitioner-
21hrs (Mon-Wed)



Mrs Walls-Early years
practitioner (14hrs-
Thurs/Frid)



Mrs Banks-early
years support
worker (21hrs)



Stromness Nursery Vision, Values and Aims
'Nurtured to learn and develop in a safe, fun, happy environment.'

Values

- *Everyone is listened to, valued, and respected as an individual.*
- *Practitioners work in partnership with each other and parents and build positive relationships based on trust and effective communication.*
- *We support and encourage each other with our learning and development so that we can thrive and reach our full potential.*
- *We create an environment where people feel happy, safe and secure.*
- *We make the most of our spaces both inside and outside so that is an enabling environment for learning, exploring, creating, being active and having fun.*
- *We support making new friendships and connections whilst valuing existing connections from home.*
- *We build each other's confidence.*
- *Our nursery environment is inclusive of all and reflects this.*

Aims

We want children to look forward to coming to nursery and feel a sense of belonging, where they help to shape their environment through their interests. Where happiness and wellbeing are at the heart of our practice.

We want parents and carers to feel welcome in the nursery and that they are valued as their child's first and most important teachers.

We want families to be able to tell us what they think about our service and be part of our setting improvement journey.

The interactions, experiences and spaces planned for in the nursery will provide challenge through play for our learners inside and outside covering all areas of the curriculum.

We will meet children's individual needs through careful observation, planning and partnership working with parents and other agencies where appropriate.

We want practitioners to have access to training and support so that they can feel their best for the children.

We want our spaces to offer comfort and opportunities to rest and relax. To continually evaluate what we do and encourage all staff to develop and remain curious so we can strive to provide excellent care/education at Stromness Nursery

We aim to create a rich outdoor learning environment where children can develop skills for life.

We want our meal and snack times to be enjoyable and relaxed where healthy eating and independence skills are promoted.

To have a language rich environment that promotes the development of language and communication for all.

We aim to enable our children to become Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors

Our Curriculum Rationale:

To establish a strong sustainable community for Orkney's future, our curriculum will provide opportunities for:

Children to be nurtured by a friendly and sensitive team of practitioners who value them and their families as partners in their learning and development journey at nursery.

Have their individual needs and interests at the heart of inclusive experiences, interactions and spaces offered including a balance of child-led and adult-led activities that are underpinned by Realising the Ambition and Curriculum for Excellence principles.

Have free access to quality outdoor spaces, supporting physical development.

Feel belonging in their community through exploring extended school boundaries including the local care home.

Have freedom of choice of open-ended resources and materials in the spaces to support creativity and curiosity.

Be offered real life experiences linked to their learning and interests.

Be encouraged to be as independent as possible in self-care, making choices as well as solving problems.

We want the children at Stromness Nursery to be:

Happy, confident and resilient. Well-rounded enthusiastic learners. Sociable, independent, curious and make the best possible progress.

What do we mean by 'Early Learning and Childcare'?

The Children and Young People (Scotland) Act 2014 uses the phrase.

'Early Learning and Childcare', to recognise that learning can't take place without a nurturing and caring environment. It uses the word 'learning' rather than 'education' and 'Early Learning and Childcare' has replaced the term 'Pre-school education' for all settings with children from birth to starting school. The setting where we provide Early Learning and Childcare within Stromness Primary School is called Stromness Nursery.

Allocation of Early Learning and Childcare Places

Children are entitled to 1140hrs of Early Learning and Childcare provision per year. This equates to 30hrs per week. School hours would be your full entitlement (9.20-3.30pm- full day/ 5 days a week). If your childminder is in partnership with the local authority, you can also opt for all year round (25hrs per week). This is in agreement with nursery/childminder.

Your child's sessions will be confirmed to you by email or letter. Our sessions begin with together time which takes place in key groups. Nursery drop-off is through the nursery entrance once you come in the main school entrance. Please come in with your child and support them to hang up their coat and bag before taking them to their key group space where you will be greeted by their key worker who will take their lunch order. Please encourage your child to be as independent as possible with hanging up their coat/bag etc.

Some information about our Key Worker system

Key Workers:



Miss Harvey

Mrs Rendall



Miss Heddle



Mrs Gibson

Mrs Walls



Miss Fogg

The Nursery Manager has overall responsibility for leading and managing all the staff and the provision of Early Learning and Childcare in the Nursery. The Nursery Manager will be very happy to talk to you at any time so please ask.

Each Key Group of children is allocated to a Key Worker. They have responsibility for the learning and care of the children and will be your first point of contact for all your everyday questions or communications. The children usually meet in their Key Group with their Key Worker at the beginning of each day to 'check-in' and to share news and the daily routine. They learn about new opportunities or events and plan their activities in the setting. At the end of the day, they may meet again to talk and think about what they have done today and share information with the carers who pick them up from Nursery.

Each Key Worker focusses on their group of children to ensure that all important information is collected and shared with the team. Everyone works together to plan experiences which will suit the wide range of children's individual needs and interests.

The session times are as follows:

Early Bird Session 8.30am-9.30am (1hr)	Morning session 9.30-12pm (2.5hrs)	Afternoon session 1pm-3.30pm (2.5hrs)
	Day Time 9.30am- (6	Session 3.30pm (including lunch) hours)

We ask all parents to: -

Ensure that children are always brought to and collected from the setting by an adult (somebody over 16 years). In the interest of safety, please let the staff know when someone different, e.g. an aunt or uncle, will be collecting your child. An introduction to these carers would be appreciated.

There is a suggestion box located in the main entrance for you to give us your comments or ideas.

Dropping off and picking up times are flexible, and we have 10 minutes before we begin and before we officially end when you are welcome to arrive with or pick up your child. Drop off and pick up within the early bird and late afternoon sessions are flexible. Afternoon pick-up from 3.20pm is from inside the nursery where you can collect your child from their key group space.

Starting nursery is a new and exciting experience. However, both parents and children can sometimes feel apprehensive about the changes ahead. We aim to make this transition as smooth and as positive as possible. Children are funded the term following their 3rd birthday. However, if born in September or October we may be able to offer a few half sessions after the October holidays. This is not funded and is dependent on our numbers and staffing at the time. If we are able to offer your child, this early entry we will contact you at the time. If this option is unavailable for your child due to staff restrictions and high numbers of children attending, we will invite you and your child to come along for a visit to meet the children and other parents who will be joining the nursery at the same time as your child. This also enables you to meet the team and become familiar with the nursery environment. Any information you share with us will help us to plan for your child's first day and ensure the move into nursery is as smooth as possible.

Preparation for the First Day:

Before arrival it is important to explain clearly to your child that you will be leaving them to play, and you will return to collect them. As parents, you know your child best and we encourage you to help settle your child in on their first day. As we get to know the children, we will assist in settling them in as experience has taught us it is best if the departure time is short as long delays can create a distressing scene for the child. If this situation arises, please don't worry. We suggest that you leave quickly so staff can resolve the matter sensitively. Initial upset is often for your benefit and usually comes to an end quickly after your departure. A quick phone call later can always be made to lay your mind to rest! All children are different though and have different needs so we will be happy to work with you as partners in supporting your child with an individual settling in plan if necessary.

All children will be provided with a peg within our cloak area. This will be labelled with their name and a picture. To help keep our cloak area tidy we ask that children's belongings are stored in their tray. We do not advise any children to bring with them any precious possessions (toys, jewellery, etc). This avoids risk of loss or damage. However, to assist in the settling process we do recognise the need for a security teddy/toy/blanket, and the short-term beneficial effects this can have.

On arrival, children hang up their coats and then sign in at their key group. We have Together Time in our key groups every day where we welcome the children into the session and complete group time activities etc.

At the end of the session, the children will all be gathered in their key groups ready for parent's arrival. The door will be opened at 11.55 am or 3.20 pm when parents come and

collect their child. Once the door is open, we will read stories, sing songs, and play games until all children are collected. We ask that parents come to the key groups to collect their child and that the children remain with their group until we have indicated them to leave, so we know they are going home safely with their adult. Please instruct us if your child is to go home with someone different at the end of the session and if it is someone we have not met before, please send us a picture of them so we know who we are expecting to see.

At each key group there is the group planning displayed on the wall where we plan based on children's interests and our observations or aspects of the curriculum we are working on. We hope that this will help you to be able to discuss your child's day with them at home. We are available at the beginning and end of a session if parents wish to speak to us further. All children have their own learning file which contains Learning Stories and Peedie Notes about each child's play as well as some of their work. You are welcome to take this home to look at any time, please let your child's key group worker know if you wish to take it home and return it after a day or 2. These files are used on a regular basis so need to be in school for frequent updating. There is a 'Children Leading Learning' (responsive planning) Planning board on the wall above the peg area where we record children's interests and themes we have observed and Possible Lines of Development. This is then used to plan the following weeks' activities, resources and experiences offered to the children. Beside this board, there is a smaller noticeboard where we welcome any suggestions of children's interests that are noted at home. We will endeavour to follow these in the setting too.

We share information on the nursery notice board inside the nursery. Currently our main communication method is via seesaw, however, we are looking to change this to another platform. When it is confirmed, you will be given an access code when your child starts. We share regular updates and information on this platform. Please do follow our Facebook page <https://www.facebook.com/StromnessPrimaryNursery> where we add reminders and share information. The school website is <https://www.stromnessps.uk/>

Generally, by the time children start nursery they will be toilet trained as the ideal time to start the process is around 2 1/2yrs due to muscle development. However, this will vary in children, and the nursery team are happy to support you through the process. Please see appendix 2 for more advice and information.

We hope that this brief overview helps to make the transition into nursery smooth for you and your child. If you have any questions or concerns, please do not hesitate to contact the nursery. Good luck with your first few days in nursery.

The Nursery Room



The nursery has several carpeted areas and wet areas for messier play. The nursery has its own toilet room that the children always have access to, with four child sized toilets and sinks. There are changing facilities in the 'disabled toilet' within the main toilet room which supports our youngsters who are not, yet toilet trained. The nursery is just off the school reception area and consists of the main nursery room and a second smaller room adjoining it. There is an outside door leading directly into the nursery playground. We also use the school hall for dancing, games and playing with the small PE apparatus.

Inside the nursery, we have a wide range of equipment. The rooms are divided into interest areas as well as cosy, homely spaces where children can make themselves at home. The spaces are set out purposefully to encourage development and learning through play and are designed to reflect the children's interests at the time. Some of the spaces include a house corner, building with large and small bricks, 'small world' play, drawing table and book area. Opportunities for mark-making (writing and drawing), role play, ICT and using loose parts to encourage creativity and mathematical development are woven into all spaces. In the messier area, we have the sand and water, playdough and clay, an art area, and a space for exploring different textures and materials such as pasta, clay, ice cubes and gloop (very messy cornflour and water!)



We have outdoor play equipment that the children can use, and we go out in most weathers where the children can dig, ride on bikes, paint, draw, make music, build, make recipes in the mud kitchen to name just a few activities on offer. We also use the area around the school for local area visits to the Millennium Wood, the path along the shore, the Co-op for shopping and the Market Green.

Parental/Carer Involvement

We value parent's and carer's important role as their child's first educators. We have an open-door policy- family members are welcome to visit the nursery, and the nursery staff are always available to chat to you at the start and end of each session. We consider our daily contact

with you to be vitally important - you are the person who knows your child the best of all - and the exchange of information ensures your child's needs are met.

We always enjoy and value parents/guardians working (and playing) with us in the nursery. If you would like to spend some time with us, please sign up on the calendar on the Parent Information Board for a 'Stay and Play' session. We do have limited space, so we ask parents not to bring younger siblings with them. We also invite parents to accompany us on trips and join us for Family Learning opportunities throughout the year. When you are with us playing alongside your child or other children, we do ask that you respect the confidentiality of the situation when you leave the nursery.

There are times throughout the year when you will be able to come in and discuss your child's progress and achievements. There will be plenty of notice of parent's evenings, but don't forget that we are available to discuss any worries you have at any time. Your first port of call with any issues should be your child's key group worker.

A Typical Nursery Day

Early Bird Session	Drop off from 8.30am	(please wait in the foyer)
Morning Session	Drop off Time: 9.20-9.30am	Collection: Time 11.55-12.00 noon.
Afternoon Session	Drop off Time: 12:55-1.05pm	Collection Time 3.20-3.30pm
Whole Day Session	Drop off 9.20-9.30am	Collection Time 3.20 -3.30pm

When dropping off and collecting, please enter through the main school door and then the nursery door. As with other nursery settings within Orkney you may have to wait outside until the doors are open so, please don't arrive too early! Please feel free to have a look at our floor books or any information that is available.

Children arrive: Time to settle children, support them in hanging coats up, washing their hands and sign in at their key group. Parents have an opportunity to chat about the days' activities and order lunch with their child's key worker.



Together Time: Time for key groups to share news, messages and the timetable for the day and time to discuss activities. Together time is often followed by:-

Small Group Time: Time where the children focus on a planned activity. Sometimes everyone will be encouraged to join in, while others may be choice activities where the children can opt

to take part. This might be sharing a discussion, a book, rhymes, puppet play, sewing, language and maths games, exploring a new material, musical activities etc. These small groups will generally take place in their key groups and will be based on the children's interests. These times are planned for with the children using the key group journals which are accessible to parents too so please have a look ☺

Planning Time: The children come together in their key groups to plan what they will do for the day.

Free flow time: Children can choose from a wide range of activities throughout all the nursery areas including making and painting in the art area, building, dough and clay, sand, and water, playing games, writing, counting and sorting, role play, exploring and experimenting. Children can also choose to go outside during this time.



Snack Time: Snack is offered during work time and the children opt into having snack when they feel it fits in with their play. It is possible that snack foods may contain one or more of the allergens listed in the following link.

<http://media-cache-ak0.pinimg.com/originals/2c/43/52/2c4352db3a2506711fa0ffea57c2f5fd.jpg> Please let us know if your child is allergic to any of these. Children are involved with the planning of snack and the preparation of it. They may even go shopping for snack from time to time.

Review: After tidying up, the children gather back into their key groups and review their day's activities, sharing what they have found out, what they made, who they played with and deciding what they would like to try next. We sometimes invite parents in to share review time with the children so you can hear what we have been doing that day, share a story or song we have been learning or see photos of the session.

Large Group Time: Where the children share an activity as a whole group, for example, singing, dancing, drama, games, making music or have a story time with poems, rhymes, and songs.



Home Time: We ask parents to ensure all children are picked by 12.00 noon at the end of the morning session or 3.30pm in the afternoon. The door will be opened at 11.55am or 3.20pm when parents are welcome to come and collect their child. You will be asked to wait outside until the door is opened. You can come into the room and meet with the nursery staff, find out what your child has been up to and look at the pictures on the wall etc. Your key group worker is always willing to discuss your child's day and to share any achievements or worries with you.

The nursery staff respond to the children's needs and interests as well as weather changes so activities do change from day to day.

Lunchtime: If your child is staying for a full day, they will be prepared for lunchtime while the other children go home. Then they will be supported by practitioners to help themselves to some lunch. After they have eaten lunch, they will be given some time to relax, play indoors and outside or share a story or songs before the session begins again at 1pm.

Planning



The nursery staff plan activities based on the children's needs and developmental stage. The children are also very involved, and we take account of children's suggestions and interests. We make sure that the children have a good range and balance of activities and that we cover the areas of the Curriculum for Excellence over the year.

We plan a detailed set of activities every week and this plan is displayed on the whiteboards next to the coat pegs in the nursery. Of course, it may be that the plan will change. If the children become interested in a particular area, then we may follow this, or if someone brings in something interesting such as frogs then we may think about frogs for the week instead! We also take photographs of what we have been up to over the previous weeks, so that you can keep in touch. We try to update our see saw app regularly, adding information and photos of what we have learned each week.

The children are also involved in the planning process. Over their time in the nursery, they will become increasingly involved in planning displays, or imaginative corners, talking about and drawing their ideas, planning how to carry them out and working together as a group. We take photographs of each stage to help the children reflect on the process later. You may see our 'Children Leading Learning' web on the peg area whiteboard which indicates the children's interests and 'Possible Lines of development' which influence our weekly planning.

The Early Level Curriculum - Play is a child's work!

The children's safety and their personal, emotional, and social development is our primary focus. Children who are happy and secure in a nurturing and caring environment and can build relationships with other children and adults are ready and able to learn.

At Stromness Nursery the curriculum is based on the Curriculum for Excellence which enables children to become Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors.

Active Learning is at the heart of all we do. The rooms and outside space are set up so that the children have a variety of materials to explore, combine and use in a number of ways. They are encouraged to make their own choices and to think and talk about what they have been doing each day. The adults are there to support children, to talk with them and to extend their ideas and challenge their thinking.

The document "Realising the Ambition" is the current policy direction of ELC and primary education. It inspires practitioners in delivering what young children need most and how we can most effectively deliver this to give children the best start in life. If you would like to know more, please see appendix 1.

The Curriculum for Excellence covers the following 8 areas: -

Health and Wellbeing

Literacy and English

Numeracy and Maths

Science

Social Subjects

Religious and Moral Education

Expressive Arts

Technologies

For more information please see: <https://education.gov.scot/parentzone> or <https://education.gov.scot/curriculum-for-excellence/>

Learning Folders

Each child at Stromness Nursery has a learning folder in which practitioners record snapshot observations of their learning and development at nursery.

Our observations are either in the form of a 'peedie note' (significant observations of learning and development in play) or a 'learning story' (narrative observation and assessment of learning) and there are also examples of your child's work included in their folder.

We will be sending the children's learning folders home with them from time to time and would very much encourage parents to spend time looking through the folder with their child and discussing their experiences. Please return the folders to nursery after you have looked through them as they are updated regularly by practitioners.

There is a parent feedback sheet in each folder, and we would like to invite a parent comment about their child's learning and development during their time so far at nursery.

The Nursery Team will use evidence such as the observations recorded in your child's folder to track and monitor your child's progress throughout the year focusing on communication and literacy, numeracy and health and wellbeing. This ensures that we are offering the opportunities in the setting that the children need to develop in these areas.

Outings

We will be continuing our regular outings within our local community. These visits offer valuable opportunities for children to develop confidence, independence, and social skills in familiar surroundings. Due to current funding constraints, outings that require transport are unfortunately unlikely to take place. We will continue to make the most of the excellent opportunities available within our local area and will let you know if any additional trips become possible in the future.

Resilience and Risk-taking

We want to support children to develop the resilience to try again after setbacks, to cope with disappointment or the unexpected and to see unsuccessful attempts or mistakes as an opportunity to learn and move on, instead of failure. We, like you at home, are keen that children learn to be resilient and to keep safe in the world, to learn how to cope with risks and dangerous situations and how to take the right steps to protect themselves to keep safe.

Children regularly experience risk in safe, supervised environments around their home with you and we want to support that development by giving them similar experiences here in Nursery. Together we can help children grow up to be confident and resilient and to assess and manage risk in their everyday lives.

Parental Involvement

We consider our daily contact with you to be vitally important - a time for us to share information for the benefit of your child.

Throughout the year parents and staff will have regular opportunities to share information about children's learning and development. There will also be formal opportunities to meet the staff at Parent's meetings in October and March. If, however you have **any** questions or concerns, or if you would just like to know how your child is getting on the staff will be happy to make a time to speak to you.

If you are not able to pick up your child and talk to your Key Worker due to work arrangements etc, we can provide a Home/School notebook for you to pass on any notes, comments, or questions - please ask and keep in touch.

Parents are asked to give their permission for their child to take part in school outings, and we invite you to accompany us on these outings, help at parties or picnics, take part in play experiences, collect junk, or utilise any hidden talents! Please ask if you are interested in helping in any way.

For certain activities, to comply with child protection guidelines we might ask volunteers to complete a "Disclosure Scotland" form.

Early Years Partners

We work with several professionals from Orkney Health and Care who can be asked for advice, to come into Nursery and speak to the children about healthy living or to see individual children for specific reasons.

Parents are always consulted on every decision or concern relating to their child and your consent must always be given before a referral is made to any agency.

The Health Visitor is always willing to give advice to families with children under 5 years. Your Health Visitor is the named person for children up to school age. This means they take responsibility for making sure any information about your child is shared only with relevant people in a proper, coordinated, and confidential way to ensure your child's well-being. They can make referrals for you for example for hearing or vision checks.

The Tooth Brushing supervisor supports the children to clean their teeth after snack every day. This is part of the "Child smile" Dental programme which has been shown, alongside families, to help to reduce dental decay in children.

Family Support Worker (Mrs Nicola Moar/Miss Leonie Scott and Lorna Barry) are based at Keelilang. They work with families and young children supporting them through the kinds of difficulties all families experience time to time e.g. problems with behaviour, sleep, toileting or eating.

If we are concerned about your child's speech or language comprehension, we may suggest a referral to the Speech and Language Therapist.



from
we

Sometimes the Educational Psychologist can be asked to help us assess children who are having difficulties and suggest ways we can support them.

The Early Years Team are also based in Keelilang, under the direction of Catherine Diamond (Service Manager ELCC), who work in Nurseries across Orkney supporting staff to develop their settings and their practice.

Please do not hesitate to discuss any concerns you have or if you would like us to help with a referral, please ask.



Health, Safety and Medicines

The safety of the children and staff is always of course our highest priority, and any rules and procedures are made to ensure the safety of everyone. If your child has a minor mishap or accident at Nursery, we complete an accident record which we ask you to sign when you pick up your child. If your child has a bump on the head, or something in their eye or is more serious, we will always call you.

It is important to let us know if your child has any allergies or suffers from any illness so that we can make sure the right procedures are put in place (asthma, epilepsy etc). If your child needs any medication administered during their Early Learning and Childcare session you will

need to complete a medical form which can be obtained from the Nursery Manager.

There is a fire-drill in the school once a term so that children learn to respond to the fire bell and evacuate the building safely.



Sun Awareness



It is important to remind the children of the dangers of exposure to sunshine.

If the forecast is for sunny weather (even if it is not warm) we advise that sun-cream is applied to any exposed areas of your child's skin, particularly faces, ears, necks, and

shoulders before they arrive at the Nursery. We recommend you use the all-day protection as children are spending a full day in the nursery.

We recommend that children have clothing to cover up and sun hats/caps are great to keep their face in shade. This is particularly relevant on school trips, but children can play outside on most days.

The nursery has sun cream in emergency situations and will be administered by a practitioner. If your child requires more regular sun cream applications for medical reasons, please ask for a medical form from the Nursery Manager.

Please also apply sun cream to children before coming to nursery if you feel it necessary.

Clothing

PLEASE ENSURE THAT ALL CLOTHING IS CLEARLY NAMED ESPECIALLY STROMNESS PRIMARY SCHOOL TOPS!

The best type of clothes for your child during Early Learning and Childcare sessions, are simple play clothes which encourage independence in dressing and undressing.



- Easily washed (they will get messy!)
- Easily changed (elasticated waist, Velcro fastenings)
- Sensible and safe shoes eg trainers - slip-on or Velcro fastening are best.



- Avoid high heels and clogs as these can be dangerous for active outdoor play and in the school playground.

Your child will also need:

- A bag with spare pants, socks, a top and skirt/trousers/leggings in case of accidents.

Please make sure there is plenty of spare clothes.

- A pair of wellies and a warm outdoor coat with a hood for outdoor play. (We have sets of waterproof hooded jackets and trousers for the children to use on rainy days.) A

warm hat and gloves may also be needed in the colder months (most of the year sometimes!).

- For outdoor play on sunny days - a sun hat and long-sleeved clothing.

You are advised never to allow your child to bring valuable articles to the Nursery as the school cannot be held responsible for their loss,

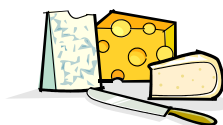


Snack



A snack is provided in the morning and afternoon. The staff plan a variety of nutritious snacks. The children - 'snack helpers' - help to prepare the snack under close adult supervision. Milk or water and fresh fruit are available daily. Milk for children is provided free. Snack foods are all in line with "Setting the Table" (nutritional guidance for 0-5 years).

Our self-service snack opens at around 10.30am in the morning and around 1.30pm in the afternoon and is available to the children at any time they choose during the play session.



An adult is there to support the children while they select their snack, pour their drink and when they are finished, put their dishes away. Snack-time provides an opportunity to encourage healthy eating and good manners, and it can also be a time for a social chat with friends and staff.

We do not provide sweets or fatty foods at snack but try to introduce children to a range of healthy options.

Due to Health and Hygiene regulations, we are sorry that we cannot accept any home bakes etc for the children to eat during the session. **Please help us promote healthy eating by not sending in any cakes or sweets.**

It is possible that snack foods may contain one or more of the allergens listed in the following link. [http://media-cache-](http://media-cache-ak0.pinimg.com/originals/2c/43/52/2c4352db3a2506711fa0ffea57c2f5fd.jpg)

[ak0.pinimg.com/originals/2c/43/52/2c4352db3a2506711fa0ffea57c2f5fd.jpg](http://media-cache-ak0.pinimg.com/originals/2c/43/52/2c4352db3a2506711fa0ffea57c2f5fd.jpg) This poster

is also displayed in the peg area of the nursery. Please let us know if your child is allergic to any of these or if they have any special dietary requirements (vegetarian etc).

Lunch Time

Children have lunch when they stay at Nursery for a full day. Lunch is provided by the school kitchen.

The Children have their lunch in the nursery dining area. Children sit with their key group and a member of staff. Lunches are funded by the Scottish Government. Menus for lunch are issued to parents at the beginning of every term. They are slightly different from the menu for the rest of the school to comply with the nutritional guidelines for young children in "Setting the Table". Children can have a hot main course or baked potato and filling as well as dessert (fruit, yogurt, or pudding) and/or soup.

The staff are very supportive and encouraging, helping the children to enjoy their food and try new tastes. They record what and how much the children eat and will let you know if they have any concerns. Please speak to your Key Worker if you want to know how your child is getting on at lunch.

Please follow the link for healthy packed lunches; <https://www.highfive.scot.nhs.uk/wp-content/uploads/2016/09/Guidance-for-Healthy-Packed-Lunches.pdf>

Positive Behaviour



Positive behaviour develops in a well-ordered environment with a predictable routine and with adult support and encouragement. Adults encourage children to be active learners throughout the day and support their feelings and choices. They work to create a safe community for children and include children in deciding guidelines for the nursery.

Children and adults are partners, making decisions, reflecting on these and being responsible for their choices. This approach promotes children's self-esteem and well-being.

Adults observe children carefully and are aware of each child's unique development stage which allows them to understand how each child is thinking and feeling about the world. Adults can then support each child as they play and talk with them.

Even within the most well-planned environment, there will still be conflicts and squabbles. At Stromness, we use a 'Problem Solving Approach to Conflict' where staff support children to work through their conflicts and problems and come up with solutions together.

Parent/nursery partnerships are important to encourage children by offering support and acknowledgement when children cope with difficult situations, achieve goals and master new skills.

Health and Safety

It is important to let us know if your child has an allergy to any food or material or suffers from a condition such as glue ear, asthma or epilepsy. This is to make sure that we can meet their needs. If your child does need any medications, we will ask you to let us know and then fill in a form so that we can administer this correctly.

We ask for emergency contact numbers for parents and a relative or friend who lives locally who we can contact if the parent is not available.

If your child is not well, please keep them at home until they are better. Sending a sick child to school means putting all the other children and staff at risk of catching bugs and germs but most of all your child will be miserable. Current Department Health Guidance advises that children with sickness and diarrhoea should stay off school for 48 hours after recovery. When your child is absent, please inform the school on the first day that they are not in (phone number 850544).

Please let us know of any-

- changes in address or telephone number
- changes in emergency contact
- changes in home circumstances that could affect your child e. g. separation, death of a grandparent, hospital admission etc.
- worries you have about your child eg, unwillingness to come to Nursery

We would also be grateful if parents/guardians would ensure that-

-Children are always brought to and collected from the nursery by a known adult. If there are any changes to the usual adults, please let us know.

-Children are not brought into the nursery before the start of the session and are collected promptly at the end-it can be upsetting if they are the only one left when everyone has gone

-Children do not run, shout, clamber on the furniture or cause damage to any items in the Nursery, Foyer or other area within the school building.

-Children take care of nursery equipment and books.

Care and Welfare

The nursery has Care and Welfare policies covering things like the Administration of Medicines, Child Protection, Risk Benefit Assessments and Infection Control. These policies are in a folder, displayed in the peg area. Please feel free to read them over and ask us if you have any queries or questions. If you would like your own copy of any policy, please let us know.

From time to time, we have inspections by the Care Inspectorate. They usually contact parents prior to an inspection.

Concerns and Complaints

The nursery staff are always available for you to talk to at the beginning and end of each session and your first contact should be with your child's key group worker. If you have any concerns or worries at all, please do share these with us so we can address them as soon as possible.

If there is something that needs longer to discuss, then we can always arrange a quieter time to meet at the beginning or end of the day or alternatively plan a home visit.

Sometimes, it can be useful, with parent's permission to ask advice or support from other professionals such as the Speech and Language Therapist, Home Link Workers or the Educational Psychologist. You would of course be fully involved in any discussions and decisions.

If you feel that there is an issue that cannot be discussed with the nursery practitioners, then you should contact the Nursery Manager in the first instance or the Education Department at the Council Offices.

Alternatively, you can also contact the Care Inspectorate at:

Care Inspectorate

Compass House

11 Riverside Drive

Dundee

DD1 4NY 03456009527

Appendix 1



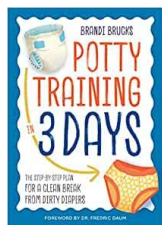
Realising the ambition: Being Me, published in 2020, acts as a national practice guidance to support practitioners to deliver high quality provision following the expansion. Incorporating and updating relevant aspects of the Pre-Birth to three guidance and extending across the child's learning journey into the early years of primary school

The guidance is organised in ten sections, each of which deals with an important aspect of early learning and childcare:

- **Section 1:** Introduction
- **Section 2:** Being Me- Starting Strong
- **Section 3:** What I need to grow and develop.
- **Section 4:** Child's Work: the importance of play
- **Section 5:** Early Childhood curriculum and pedagogical leadership
- **Section 6:** Putting pedagogy into practice.
- **Section 7:** Ensuring quality through critically reflective practice.
- **Section 8:** Transitions matter: to me
- **Section 9:** what we can learn from other curriculum approaches.
- **Section 10:** Conclusions

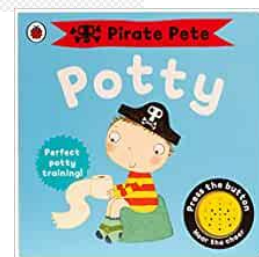
If you would like more information about this guidance, please access following the link below:

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



Health visitor information

- Every child will be ready at a different time-look out for the signs, and it can be daunting.
- Are they interested in the process, take them to the toilet when you go?
- Encourage interest in washing hands, pulling up breeks.
- When's a good time to start- find a window of time- a couple of weeks
- Check if any barriers, for example, may be constipated. Ask for support from health visitor or GP.



Tips from parents

- There is a fab app! "poo goes to pooland"- lots of information and stories, you can download for free
- Lots of patience
- Straight to pants, not pull ups or a combination as this can confuse a child and a pull up wet can feel very different
- Stay near home, child can go without pants, as when they need to go it is instant until they learn to control
- Start the process at home, in the holidays or when there is a window of time - we will support in nursery
- They will have lots of accidents- this is ok and perfectly normal. Even if a child has been trained for a while, they may suddenly have accidents, again all very normal!!
- Prepare your child, talk about wearing pants, let your child choose their pants, or potty. They may choose stickers to stick on.
- If at first you try and lots of accidents, just stop and wait for two weeks before trying again. Do not feel pressured!! Every child will have a different experience.
- Some children like a story while on the potty or toilet. Lots of lovely stories available.
- The parent takes control! Even if your child is apprehensive to wear pants, persevere!
- Lots of praise!!

Where to find support

- Lots of story books in the library or ask nursery staff
- Click on this link for a lovely song: <https://m.youtube.com/watch?v=JoAMqjAmCdw> ("Little bab, video- 1.41mins)
- Ask you health visitor or seek advice from GP if child suffers from constipation or speak to your key worker
- https://www.eric.org.uk/top-10-potty-training-tips?qclid=Cj0KCQjwlOmLBhCHARIsAGiJg7kM63iRi5uLYzcZcRLsk-5Gf4NCgJJ68BiA1St2iBdLAQ873ybO9mcaAgOLEALw_wcB

