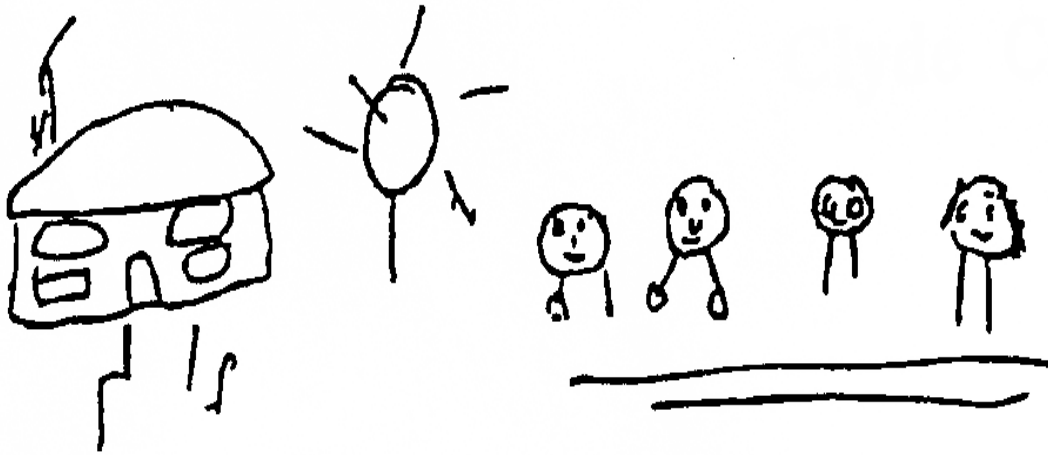


# Parents Handbook

2023/2024



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- **Introduction**

Clyde Cottage Nursery (Voluntary Sector) provides a range of services for children aged between two and five years.

We have facilities for thirty-two places each session, morning and afternoon. These places are taken up by both part-time and full day or full-time children. The minimum requirement being two sessions (i.e., morning/afternoon per week).

Our nursery is staffed by very experienced Nursery Nurses. Their experience and knowledge help create a warm, safe, happy and friendly atmosphere, which provides the basis for learning.

Our staff ratio is 1:5 for children under 3 years  
and 1:8 for children 3 years and over

- **Visions, Values and Aims**

As we journey towards excellence, our vision for Clyde Cottage Nursery – fun, friendly, safe, happy and loving – underpinned by our values of respect, inclusion and nurture – ensure that all children reach their full potential and develop the skills they need to become:

## Responsible Citizens

- Caring for the environment
- Caring for others
- Making good choices
- Excellent behaviour

## Confident Individuals

- Happiness
- Healthy and active
- Responsible and independent
- Emotional wellbeing

### Effective Contributors

- Encouraging others
- Helpfulness
- Enquiring mind
- Share and work in teams

## Successful Learners

- Trying hard
- Achieving
- Meeting individual needs
- Supporting all children

Our vision, values and aims reflect the principles of GIRFEC - Getting It Right For Every Child, and the United Nations Convention on the Rights of the Child.

Embedded in our practice are the well-being indicators of GIRFEC:

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

At Clyde Cottage Nursery we strongly advocate that all children have rights:

- The right to be safe
- The right to play
- The right to a voice
- The right to be included
- The right to rest
- The right to education

- **Equal Opportunities Policy**

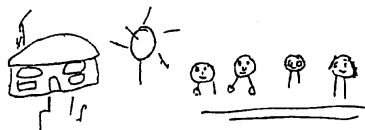
All Pre-5 services should reflect the Council's equal opportunity policies and be anti-racist, anti-sexist, multicultural and recognise the rights of both men and women to work or to care for children. Provision should take account of the needs of the children with handicaps, disabilities or chronic illness. These principles are reflected in the criteria used to admit children to nursery and in the curriculum of all the establishments. We respect and welcome children and parents of all religions, faiths and beliefs.

- **Open Access Policy**

The Nursery operates an Open Access policy for parents.

- **Golden Rules**

At Clyde Cottage we have 5 Golden Rules. These Golden Rules are for everyone, children, staff, students, parents and visitors

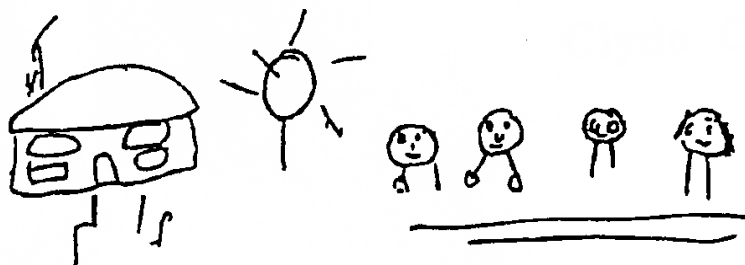


**Clyde Cottage Nursery Golden Rules**

1. Do be gentle
2. Do be kind and helpful
3. Do work hard
4. Do look after toys
5. Do listen to people

- **In Partnership**

The establishment known as Clyde Cottage Nursery was formed in 1994, as a partnership between Argyll & Bute Council - Education Department and the Voluntary-managed Clyde Cottage Day Nursery.



Local Authority Provision  
Management – Education

Voluntary Provision  
Management Committee

IN PARTNERSHIP

JOINT POLICIES  
BROAD AND BALANCED CURRICULUM  
KEY WORKER SYSTEM

Within the nursery, although there are two lines of management and two staff teams, we all work together to form a strong partnership providing quality education and care to all children.

- **Clyde Cottage is very proud to be an Eco Nursery. We have been awarded Bronze and Silver Awards and our second Green Flag.**

What is Eco Schools?

An Eco school is much more than an environmental management system for schools. It is a programme for promoting environmental awareness in a way that links to most, if not all, curriculum subjects. In particular, many cross-curricular issues such as citizenship, education for sustainable development, PSE, health education, social and environmental justice and the global dimension can be tackled through involvement in Eco Schools. It is also an accredited award scheme that will raise the profile of your school in the wider community.

The Eco Schools process is holistic. It works by involving the whole school – pupils, teachers and other staff, together with members of the local community – parents, the local authority, the media and local businesses. It will encourage teamwork and help to create a shared understanding of what it takes to run a school in a way that respects and enhances the environment. We hope you will find the process of becoming an Eco School challenging, thought provoking and exciting.

Eco Schools offer your school:

- The opportunity to make environmental and global issues an intrinsic part of the life of the school
- The opportunity to help develop young people's decision-making skills
- Curriculum materials and ideas for projects and events
- Access to a network of support agencies across Scotland and beyond
- Links with other schools in the UK, Europe and Africa
- A prestigious award
- Opportunities for local and national publicity
- Potential for financial savings
- Opportunities to secure additional funding to further develop your project

It requires:

- The support of the head teacher and Senior management Team (SMT)
- The involvement of pupils in a democratic decision-making process and action at every stage
- Active involvement of staff and the wider school community
- A willingness to take action to instigate long-term, sustainable change

- **Clyde Cottage Recycle Centre**

At our front entrance we recycle

- Card
- Paper
- Plastic
- Cans



Please help us to help our environment –

***'It only takes a minute to bin it'***

Thank you for your support and co-operation

- **Opening Hours\***

**General Hours:**

8.30am – 5.30pm Monday to Friday

**Early Learning & Childcare Funded Sessions – 48 weeks pattern:**

5 @ mornings	8.30am – 1.15pm
5 @ afternoons	12.45 - 5.30pm
2 @ 9 ½ hour days & 1 am/pm	8.30am -5.30pm + 1 @ am/pm
3 @ 7 hour & 55-minute days	9am - 4.55pm
23 hours & 45 minutes funded per week	

**Early Learning & Childcare Funded Sessions – 38 weeks pattern:**

5 @ 6 hour days	8.45am – 2.45pm
30 hours funded per week	

**Non ELC Funded Sessions:**

Morning	8.45 – 11.45am
Lunch	11.45am – 12.45pm
Afternoon	1pm-4pm
Full day	8.30am to 5.30pm

\*Sessions may change subject to demand

- **Holidays & In-Service Days**

The nursery is open forty-eight weeks per year, closing over the Christmas and New Year period. The nursery is also closed for one week in July, and on Good Friday and Easter Monday. In addition, there are five training days for staff where the nursery is closed. When the nursery is closed fees are not charged. At all other times fees are payable. A notice of all holidays is included on page 11.

- **Fees**

**Fees are payable at all times, except when the nursery is closed, irrespective of the child's attendance. These fees are due weekly or monthly in advance.**

**Late payment of fees is treated seriously and could result in your child's place being withdrawn and offered to the next child on the waiting list.**

- **Emergency Closure Arrangements**

The nursery will be opened on the dates already outlined, but on some occasions, circumstances arise which mean the nursery has to close.

Establishments may be affected by, for example, severe weather, transport problems, power failures or difficulties with fuel supplies. If this happens, we will do all we can to let you know about the details of closure and re-opening.

We may keep in touch by telephone, notices in local shops and community centres, announcements in local churches, in the press and on local radio.

- **Introduction to Staff – Voluntary Sector**

Claudia Montgomery (NNEB: PDA BA in Childhood Education) <b>Nursery Manager</b>			Jacqui Wilson (NNEB: PDA) <b>Nursery Supervisor</b>	
Toni Gadd (BA in Early Childhood Studies) <b>ELCC Practitioner</b>			Shelby Stuart (HNC) <b>ELCC Practitioner</b>	
Emma McKeown (HNC) <b>ELCC Practitioner</b>			Susan Peter (HNC) <b>ELCC Practitioner/ Catering Assistant</b>	
Gemma Armstrong (HNC) <b>ELCC Practitioner</b>			Gabriella Montgomery <b>ELCC Practitioner</b>	
Sandra Emmerson <b>Catering Assistant</b>			Lizzy Barton <b>ELCC Assistant</b>	
Jacqueline Cooper <b>Health &amp; Wellbeing &amp; Lunch Time Assistant</b>			Ciorstaidh Dornan <b>ELCC Practitioner</b>	
Stephanie Siegerson <b>Lunch Time Assistant</b>			Lorraine Whitton (HNC: IT) <b>Office Administrator</b>	



- **Introduction to Staff – Local Authority Sector**

Julie McPhee <b>Head of Centre Clyde Cottage Nursery/Peripatetic Manager Silver Birch Outdoor Nursery</b>			Hazel Wilson <b>Lead Practitioner</b>	
Lauren O'Loughlin <b>Lead Practitioner</b>			Shirley Wyllie <b>ELC Practitioner</b>	
Lauren Bicket <b>ELC Practitioner</b>			Alanna Casey <b>ELC Practitioner</b>	
Erin Bradley <b>ELC Practitioner</b>			Jeanne Marie Boyce <b>ELC Practitioner</b>	
Susan McGunnigal <b>ELC Practitioner</b>			Kirsty Coles <b>ELC Practitioner</b>	
Natasha Robertson <b>ELC Practitioner</b>			Carly Mitchell <b>ELC Practitioner</b>	
Sheila Ireland <b>ASN Assistant</b>			Joanna Baryla <b>ASN Assistant</b>	

Susan McAuley <b>Office Administrator</b> Clyde Cottage Nursery/ Silver Birch Outdoor Nursery			Allison Kennedy <b>Office Administrator</b> Clyde Cottage Nursery	
			Louise Morrison <b>Modern Apprentice</b> Clyde Cottage Nursery/ Silver Birch Outdoor Nursery	

● **Clyde Cottage Nursery Committee Members July 2023**

Clyde Cottage Day Nursery is a registered charity (SC010470). It is administered by the Parents' Management Committee and any parent registering their child and paying attendance fees automatically becomes eligible to be elected onto this council. Should you wish to assist in the running of the nursery, election to the Management and Fundraising Committees are made at the AGM each May. Places on these committees may also be available at other times of the year. The committee plays a very valuable part in the management of the nursery and without a full compliment of committee members, the voluntary sector of the nursery would have to close.

Welcome to our new Committee members if you would like to contact one of them, please do so via the office

**Chairperson**

To be appointed at first committee meeting

**Vice Chairperson**

Camilla Johnston

**Secretary**

Leigh Miller

**Ordinary Members**

Susan McAuley

Cheryl McKay

Amanda Ranalli

Julie McCutcheon

Danielle Kidd

Lucie Shaw

Jessica Lunney

**Clyde Cottage Nursery (Voluntary)**  
**Notice of Holidays 2023/2024\***  
**48 Week Model**

Break	Dates of Attendance		Fees
Autumn	Open	31 July to 10 August 2023	Early Learning & Childcare Funding (ELC) for eligible children
	Closed	11 & 14 August 2023 Staff In-service Days	
	Open	15 August to 24 November 2023	ELC funding for eligible children
	Closed	27 November 2023 Staff In-service day	
	Open	28 November to 22 December 2023	ELC funding for eligible children
Christmas	Closed	25 December 2023 to 4 January 2024	
	Open	5 January to 16 February 2024	ELC funding for eligible children
	Closed	19 February 2024 Staff In-service day	
	Open	20 February to 28 March 2024	ELC funding for eligible children
Spring	Closed	29 March & 1 April 2024 Easter Weekend	
	Open	2 April to 23 May 2024	ELC funding for eligible children
Summer	Closed	24 May 2024 Staff In-service day	
	Open	27 May to 19 July 2024	ELC funding for eligible children
	Closed	22 to 26 July 2024	
	Open	29 July 2024	ELC funding for eligible children

\*Dates may be subject to change

**Clyde Cottage Nursery (Voluntary)**  
**Notice of Holidays 2023/2024\***  
**38 Week Model – Term time only**

Break	Dates of Attendance		Fees
	Closed	11 & 14 August 2023 Staff In-service Days	
	Open	15 August to 6 October 2023	Early Learning & Childcare Funding (ELC) for eligible children
October	Closed	9 to 20 October 2023	
	Open	23 October to 24 November 2023	ELC funding for eligible children
	Closed	27 November 2023 Staff In-service day	
	Open	28 November to 21 December 2023	ELC funding for eligible children
Christmas	Closed	22 December 2023 to 4 January 2024	
	Open	5 January to 9 February 2024	ELC funding for eligible children
	Closed	12 to 16 February 2024	
	Closed	19 February 2024 Staff In-service day	
	Open	20 February to 28 March 2024	ELC funding for eligible children
Spring	Closed	29 March to 12 April 2024 (29 March & 1 April Easter Weekend)	
	Open	15 April to 23 May 2024	ELC funding for eligible children
Summer	Closed	24 May 2024 Staff In-service day	
	Closed	27 May 2024 Bank Holiday	
	Open	28 May to 28 June 2024	ELC funding for eligible children
	Closed	1 July 2024	

\*Dates may be subject to change

- **Admissions Policy**

Application forms are obtainable on request and are available at the nursery. They can be sent out to parents or collected from the nursery.

Forms should be filled in carefully, giving the information in full where possible and returned to the nursery promptly.

At Clyde Cottage we reserve the right to give priority to parents of children requesting full time and full day care, and priority to the working parent.

Due to Dunoon's increase in provision for funded ELC sessions for three- and four-year olds under the 'commissioned places' scheme, Clyde Cottage Voluntary feels that there is no need to fill in an enrolment form for those age groups unless you require additional care (i.e., full day, lunches, extended year) on top of your allocated commissioned entitlement. To access your commissioned entitlement a separate enrolment form must be completed. These forms are issued by Argyll & Bute Council and are put in place in most nurseries and schools during the enrolment week. Children who are commissioned with Clyde Cottage Voluntary will have priority to access additional care. Parents are urged to check the local paper for details. If you require a placement for children under the age of three then you can register and collect your enrolment form. Sessions are allocated in accordance to places as they become available in certain age bands (2-2½, 2½-3, 3-5).

Our computer will select a name from our database using our Priority points: full time children; full day children; working parents.

- **Arrival and Collection of Children**

It is expected that a responsible adult / person over 16 years of age will bring a child to and from the nursery.

In the interests of your child's safety, you should make a point of telling the Head of Centre if he or she is to be collected by someone not known to the Head of Centre or staff members. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.

- **Suitable Clothing**

During nursery sessions children will have access to a variety of messy play and outdoor play activities. In order that they may enjoy these activities to the full, they need to be appropriately dressed. Please do not send your child to nursery in their best clothes, and please, on chilly days, remember to provide a jacket.

- **Insurance**

Sometimes children like to bring something special or new to nursery for their friends to see. However, parents should ensure that valuable items are not left at nursery, particularly as the nursery has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the nursery can be shown to have been negligent.

- **Toys**

Please do not allow your child to bring toys to the nursery. If they get lost or broken it causes distress.

- **Excursions and Consent Forms**

Outings or excursions for children will be planned with you. You will be asked to complete consent forms which give your permission for your child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent / guardian.

- **Emergency Contacts**

Parents whose children are in the nursery are asked where possible to provide the establishment with the names, addresses and telephone numbers of two contact persons for use in case of an emergency. You are asked to keep the nursery up to date with any changes in this information.

- **Snacks and the Promotion of Healthy Eating**

The children have refreshments during the morning and the afternoon sessions – milk / water and a snack – fruit and toast or crackers are provided. Parents are asked to tell staff of any particular likes or dislikes that their child may have, and also of any allergies.

- **Key Person System**

At Clyde Cottage we operate the Key Person system. The “Key Person” will be the member of staff responsible for your child. The key person will help settle your child on the initial visits and will be there to offer assistance and advice to you. She will be responsible for taking your child’s “Group Time”. This will be discussed in full further on in the booklet.

The key person system helps the young child facing separation from their parent and finding themselves in a new situation. The key person is someone with whom they can build a relationship and who will help them deal with these emotions. A friendly face that they can feel ‘safe’ with and become familiar with in new and unfamiliar surroundings.

We all know as adults how comforting it is to see a familiar face in a new place of work or neighbourhood. The relationship the child develops with their key person is in no sense a substitute for the relationship between a child and parent. The key person system is an arrangement which can be used for only part of the day. The key person will have to be shared with other children. During the day your child will also be cared for by other members of our staff team.

- **Breakdown of Nursery Day for Busy Bees Room - 3 - 5-year olds**

Here is a breakdown of how your child's day is divided up; -

**Morning session:**

8.45 – 9.15	Welcome time
9.15 – 9.45	Learning together and from each other: <ul style="list-style-type: none"> <li>• Plan, do, review</li> <li>• Feelings – check in</li> <li>• Focused activity alongside choice to free play</li> <li>• Scaffolding individual next steps and learning</li> </ul>
9.45 – 11.45	Free play

**Lunch Time:**

11.45 – 12.45	Lunch time – two sittings
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**Afternoon session:**

12.45 – 2.20	Free play
2.20 – 2.30	Quick tidy up
2.30 – 2.45	Literacy time: <ul style="list-style-type: none"> <li>• Story with own key group</li> <li>• Songs</li> <li>• Rhymes</li> <li>• Book bug</li> <li>• Imaginative play – role playing</li> <li>• Mark making</li> <li>• Helicopter stories, etc</li> <li>• Turn taking, sharing, listening games</li> </ul>
2.45 – 5.30	Free play

- **Breakdown of Nursery Day for Little Tikes Room - 2-year olds**

Here is a breakdown of how your child's day is divided up; -

**Morning Session:**

8:45 – 10:00	One member of staff setting up room Welcome parents and children; settle children, free play
10:00 – 10:15	Snack time – members of staff joining children for snack – opportunity for conversation Tidy up snack tables
10:15 – 11:15	Free play Weather permitting – outdoor play/walk. If not permissible, tidy up, clear floor space for music/movement
11:15 – 11:45	Lunch time children to wash hands in preparation for lunch Story and song time, recap on morning activities, then children go home and some go for lunch

**Lunch Time:**

11:45 – 12:45	Children's lunch time They have lunch, prepared by Catering Direct.
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**Afternoon Session:**

1:00 – 1:50	Welcome parents and children; settle children, free play Welcome and settle afternoon children
1:50 – 2:00	Toileting and washing hands in preparation for snack
2:00 – 2:15	Snack time – members of staff joining children for snack – opportunity for conversation
2:15 – 3:00	Tidy up snack tables, children have free play
3:00 – 3:15	Tidy up time
3:15 – 3:30	Story and song time, recap on afternoon activities, then children go home and others stay later
3:30 – 4:00	Weather permitting – outdoor play, garden, soft play, gym or clear floor space for music

In the Little Tikes room, the children are encouraged to engage in the following activities:

**Exploratory play** - Which will provide the children with the opportunity to observe and discover objects in their environment – activities or toys providing experiences of feeling, smelling, tasting, watching and listening

**Activities to encourage looking** - Finger play puppets, hiding games – Jack-in-the-Box, Peek-a-Boo, action rhymes

**Activities to encourage listening** - Children introduced to a lot of different sounds e.g., trays of different sound-making toys, music boxes, music, songs and rhymes, sound walks

**Activities to encourage feel and touch** - Play finger games, tickling, feely bags, lucky dips, heuristic play, sand and water play

**Activities to encourage smell and taste** - Cookery

**Manipulative skills** - Provide lots of experience of placing small toys in and out of containers, fitting and slotting, threading, etc

Encourage use of puzzles

**Physical activity** - Provision of push and pull toys, obstacle courses – kicking and throwing balls, music and movement, dance



- **Settling in Period**

For many children this will be their first experience of separation from you and can be difficult. When your child first comes into the Nursery the key worker will take particular responsibility for the settling-in period.

The settling-in period can be a very stressful and painful time for both you, the parent, and your child.

Here at Clyde Cottage we try to make this period as painless as possible. To minimise this, we ask parents to spend time in the Nursery with their child on the first day, which will be a shorter session for both of you. The key worker will work closely with you and your child, keeping you informed of progress. Together you can work out a strategy for the final separation when your child will spend a full session without you.

Separation distress is not a problem that occurs only at the beginning of a child's time in Nursery. It can also happen when a child has been coming to the Nursery for some time and is regarded as settled. Suddenly they express feelings of loss with desperate crying.

Parents and Staff must realise this is not a rejection of the Nursery and care on offer. In this situation the child can easily be comforted by their key worker and settled down again, happy.

- **The Nursery's Activities**

Within the daily routine of the Nursery, the staff plan a varied and structured programme suitable to the needs of each child. We base our activities and programmes on themes, which the staff team consider and decide on together, taking into consideration everything that goes into the child's learning and development. We are also working in conjunction with Argyll & Bute's guidelines, "Parents in Learning" and "Birth – 3", "3 – 5 Curriculum" and the "Curriculum For Excellence".

**What is curriculum?**

It could be said that the whole of the young children's experiences, everything they say, do feel, touch, hear or taste make up a curriculum for them.

Learning goes on everywhere, even while eating meals, helping Mum & Dad, going for a walk or playing.

Within Clyde Cottage Nursery we follow the national guidelines for the curriculum – A Curriculum Framework for children 3-18 which was issued by the Scottish office in 2008.

A Curriculum for Excellence that facilitates the development of the four capabilities:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The children will learn through active play within meaningful context and interdisciplinary planning based on the following principles:

- Enjoyment and challenge
- Personalisation and choice
- Progression
- Coherence
- Relevance
- Breadth
- Depth

Early level curricular areas are:

### ***Language***

- Listening and talking
- Reading
- Writing

Offering the children the opportunity to discuss, listen and extend their vocabulary through books, stories, rhymes and news time, enabling the children to express their needs and thoughts, and to recognise the link between the written and spoken word.

Children will be given experiences to help them understand the purpose of writing and to help them develop mark making skills.

### ***Science***

- Planet earth
- Forces and motion
- Life and cells
- Communication
- Materials

Offering the children the opportunity to develop an interest in nature through the care of animal and plant life, through discussing seasons and weather.

Offering the children opportunities to Investigate materials and sort for re-cycling.

### ***Social Subjects***

- People in the past
- People and place
- People in society

Offering the children the opportunity for social and personal development.  
Encouraging the children to form positive Relationships, make decisions and to respect the needs and feelings of others.

Offering opportunities to explore places of local interest and discover how people lived in the past.

### ***Maths***

- Number, money, measure
- Information handling
- Shape and movement

Offering the children opportunity to learn about sorting, matching, ordering, size, weight, shape, time, money and measure.

### ***Religious and Moral Education***

- Christianity
- Other world religions

Offering the children opportunities to develop an understanding of what is fair and unfair  
Offering opportunities to be aware of important celebrations, festivals and religious customs in people's lives.

### ***Technologies***

- Design technology
- Technology with ICT

Offering the children opportunities to solve problems and present ideas, thoughts and information.  
Offering opportunities to explore and learn about ICT.

### ***Health and Well-being***

- Physical health
- Food health and hygiene
- Health and safety
- Emotional and social skills

Offering the children opportunities to be physically active and to be aware of the importance of health and hygiene.

Offering the children opportunities to explore emotions, feelings and keeping themselves safe.

### ***Expressive Arts***

- Art and design
- Dance
- Drama
- Music

Offering the children the opportunity to investigate a variety of media and techniques through craft activities, design and model making.

Offering the children the opportunity to express themselves through music, drama and dance and art.

### **Snack Time**

Children will have their morning snack and afternoon snack within happy hour. The children remain with their Keyworker. The children are given place mats which have their name printed on them; this helps them to learn to recognise their names and opens up lots of opportunity for discussions. Snacks, milk or water are available with various options; fruit, biscuits, sandwiches, raisins, breadsticks. All snacks are planned with health and nutrition in mind. Clyde Cottage is a health-promoting nursery.

### **Tooth brushing**

With your permission, your child will have the opportunity to brush their teeth daily in nursery, as part of the NHS oral health promotion to reduce tooth decay. Each child will have an individually labelled brush and each brush will be stored separately.

### **Outdoor Area**

The outdoor environment is a special place for all children. As a resource it offers a wide spectrum of opportunities for promoting growth and progress in all aspects of children's development.

At Clyde Cottage we view our outdoor area as highly as we view our indoor area and plan accordingly. Children will be able to experience all of the 8 curricular areas outside as well as inside.

We are very lucky to have a huge range of resources for outside play and the garden is divided into areas of learning.

Outdoors play is available most days, we do aim for everyday, however even the best set of waterproofs and wellies can be defeated against some of our west coast weather. We do provide waterproofs and wellies, as well as sunhats and sun cream so that we can aim for outdoors play on a daily basis.

Our staff has accessed training on the importance of outdoor play and are highly experienced and motivated in delivering the curriculum indoors and out.

### **Supervision**

All areas, in all playrooms, are supervised by staff. The staff rotate these areas, which are available to all children during "free play". This means the child is "free" to select which area they would like to participate in, rather than being told what to do and when to do it. Staff may "direct" a child to an area if the child appears unable to make a decision or has been in one area for a great length of time, though it is quite surprising how the children do cover all the areas without being prompted.

- **Management**

There are two management structures within the Nursery: Argyll & Bute Council (SEN) Team which has direct responsibility for children with special needs; The Private/Voluntary team which is run as a Registered Charity (Clyde Cottage Day Nursery – Reg. Number SC010470), supported by a grant from Argyll & Bute Council. It is administered through the partnership of the Parents Management and Fundraising Committees and Nursery staff. Any parent who registers their child and pays attendance fees with the private/voluntary section automatically becomes eligible to become elected onto those committees at the AGM held each May. Despite the two lines of management, all the staff work together within the nursery.

- **Partnership with Parents**

Our aims at Clyde Cottage Nursery are to form a partnership with parents, which will allow the child to move happily between home and nursery, and to ensure that the needs of the child are met in a way that takes account of the parent's wishes.

At nursery we are aware that the parent is the prime educator of their child. We hope that parents will always inform us of important events in their child's home life.

We aim to work with parents to ensure close home/nursery links are formed. Parents are invited to attend open evenings to discuss their child's progress. However, staff members are always happy to have an informal chat with parents when they bring their child to and from nursery, or if you prefer, an appointment may be made at any time to discuss any concerns you may have.

At Clyde Cottage Nursery we aim to:

- Welcome parents as active participants in the life of the nursery
- Provide ways for parents to express their views and wishes
- Help parents become more involved with their child's education and learning

All parents are automatically members of the parent forum at Nursery and will be entitled to have a say in what happens at Nursery.

- **Nursery Policies**

The following policies have been developed for the benefit of the staff, parents and children involved. Copies of these policies are all available in the Nursery office.

Admission – Induction – Fire Drill – Accident – Medicine – Childhood Ailments – General Health – Equal Opportunities – First Aid – Child Protection – Late Collection – Toilet – Kitchen – Fire Policy – Equipment – Lunch Time – Waiting List – Outdoor – Assisted Places – Outings – Room Planning – Themes – Tidy Up – Parent Liaison/Involvement – Child Participation – Management of Behaviour – plus many more – see Policy Folder in Nursery Office.

- **Policy for Bad Debts**

Fees must be paid either weekly or monthly in advance.

If no payments are received after two weeks, then a letter must be sent out to the parents instructing them that, if payment is not received within seven days, then their child's place will be withdrawn. The outstanding debt will be referred to our lawyer.

An unsettled account could jeopardize the placement of siblings.

- **Assessment**

Through observation we are able to assess each child's stage of learning and provide an appropriate curriculum. Assessment is continuous and unobtrusive to be recorded as a profile of achievement for each child. The profile is shared with both parent and child. It takes the form of drawings, paintings, photographs and notes.

- **Supporting Children with Difficulties**

Within an integrated setting, support is given to children with difficulties. This support is given by all staff members, who work together to provide a calm, relaxing, friendly environment, where children can learn at their own pace, with the promotion of self-esteem being a main consideration. In a positive manner, we will provide support where necessary to enable each child to have full benefit of the play experience the nursery has to offer.

If children have specific needs, individual planning is necessary to aid the children to develop to their full potential.

If necessary, a 'Getting It Right for Every Child' meeting may be called. This involves the parents of the child, the health visitor and relevant specialists, and the key worker to the child. Here all information is shared so that the most appropriate way forward is pursued for the benefit of the child.

- **Working Together to Support Learning**

At nursery we are aware of the importance of working together by sharing information on the child's experiences, both at home and at nursery. Parents are kept involved through Clyde Cottage Nursery Newsletter, of the themes that the nursery curriculum is built around. Parents are welcome to stay and help at a nursery session, suggest themes, or if you have a particular interest or activity that you would like to share with us, we would be very pleased to hear from you.

- **Improvement Planning**

A summary of the nursery's improvement plan is issued to parents each year. A copy of the full improvement plan is available from the nursery office.

- **General Information**

The safety of all the children is, of course, of paramount importance to all at Clyde Cottage Nursery. We especially draw parents' attention to the occasional special notices, which are displayed in the Nursery and posted in pigeonholes, together with the following general matters.

**Absentee Policy**

The procedure which will be followed should a child be unexpectedly absent:

- If a child is absent for more than two consecutive days and we have not had notification of the reasons why, then we will contact parents/carers on the number/s, which have been supplied on the registration forms. It is the parents/carers responsibility to ensure that the contact numbers, which we have on record, are up to date.
- When a child is absent over a longer period of time, we will phone the parent/carer to receive an update on the situation.
- Where staff are concerned about a period of unexplained absence, we have a duty of care towards the child and will contact the local Social Work or Health Service to seek further advice (see policy – Marking of Attendance Register)

**Punctuality**

In order to ensure the smooth running of the nursery, children should arrive when the session starts and be collected promptly at the end of the session. A surcharge will be made if the children arrive more than ten minutes before their session and are collected more than fifteen minutes after the session ends, without prior arrangement with the nursery.

**Protection of Your Child**

The nursery should be informed either in writing or by telephone if there is an arrangement for a child to be collected from nursery by persons other than the parents or guardians.

**Your Child's Safety**

All parents/guardians and visitors to the nursery must ensure that they close all doors and entrance gate on entering and exiting the building. The Nursery is not responsible once they leave the playroom with their adult guardian. The area between the playroom and front doors is a catchment area, as is the area between the front door and the main gate. For these areas to work effectively all parents must make sure these doors are closed. The staff and any visitors must wear security tags at all times. Visitors must also sign in and out of the nursery.

### Parking

There are concerns about the traffic congestion which occurs in the parking and setting down area, and approach roads to the nursery building at particular times of the day, and the particular adverse affect that this congestion might have on the safety of children and others. Please observe the following points:

- **KEEP THE NO WAITING AREA CLEAR**
- **KEEP THE DOUBLE YELLOW LINES TOTALL CLEAR AT ALL TIMES**
- **KEEP THE DISABLED BAY FREE FOR APPROPRIATE USE**

Use the designated spaces for setting down only. This will considerably ease congestion by increasing the spaces available for vehicles to stop, set down child passengers, manoeuvre, and leave the site, while maintaining better traffic flow.

There is available adjacent parking at Dolphin Hall, and we recommend that you should use that car park whenever possible, but particularly when your visit to the school or nursery would extend beyond a few minutes.

We would greatly appreciate your support in ensuring that all children and adults are as safe as possible.

### Clothing and Personal Belongings

The Nursery provides overalls for painting and water play. The Nursery has spare clothing in the event of accidents. Children's own clothing should be clearly marked so that it can easily be identified. You could also bring a bag with a change of clothes. Children should always have a warm jacket as they may go outdoors at sometime during the session.

The Nursery cannot accept liability for loss or damage to clothing or personal belongings. We discourage bringing personal toys to the Nursery unless otherwise arranged.

### Medicine Forms

We can only administer prescribed medication. If your child is on prescribed medicine and you would like a member of staff to administer it while at the Nursery then a Medical Consent Form must be completed. If your child should take unwell while at the Nursery, we will try to contact a parent or guardian or, failing that, the emergency contact, to ask to take your child home or to see a doctor.

### Childhood Ailments

If your child has an illness, which is infectious/contagious, and you are unsure if they can be admitted to the Nursery, please phone for advice, as there is a strict policy on childhood ailments and infectious conditions.

Any child suffering from sickness and diarrhoea will not be allowed to attend Nursery, as they are highly contagious – please see staff for exclusion period

The Nursery tries to create a safe, healthy and happy environment for your child and appreciates your co-operation when asked to keep unwell children at home where they can be cared for in a more suitable setting.

### If Your Child Becomes Ill at Nursery

The establishment would welcome a telephone call if your child is not able to attend nursery on a particular day.

Should your child become unwell at nursery, then we would try to reach you quickly by phone. If, however, we cannot contact you at your home/work telephone number, then we would use the emergency contact number supplied by you on your child's registration form.

Please note that NHS Highland recommends that children are kept at home for 48 hours after any bouts of sickness and/or diarrhoea, where the cause is unknown.

### Visits to the Establishment by Medical Staff

If you have any concerns in relation to your child's health and development that you would like to discuss with the Community Child Health Doctor or Health Visitor, please let us know.

### Children with Additional Support Needs

Additional support needs arise from difficulties in learning or barriers to learning. Many of the difficulties which young children experience are temporary and will be resolved as they develop and learn. Some of them will relate to specific aspects of learning such as speech and language development. Additional help may be needed. If the pre-5 worker or parent has any concerns regarding the child's progress, reference will be made to the Supervisor who will provide advice or, in consultation with the parent, contact the appropriate outside agencies for support and extra advice if it is considered necessary.

### Promoting Positive Behaviour

We feel that it is important that parents and Nursery staff offer as far as possible a unified approach in working with the children. At Nursery we provide positive behaviour by praise and encouragement, by the way we talk to each other and the children, by taking time to listen and explain what is acceptable, and by guiding the children and assisting them to learn how to deal with their feelings. We have enclosed a copy of our Promoting Positive Behaviour and Behaviour Management Policies.

### The Establishment and the Community

The nursery does not operate in isolation. We have many visitors e.g., secondary school pupils on work placements and people who work in the community around us. Our Health Visitors, Social Workers, Educational Psychologist and Speech and Language Therapist are also regular visitors to the nursery. The nursery arranges visits and outings to places of interest to help the children appreciate the work people do in the community and to develop partnerships.

### Fundraising

The nursery has a fundraising committee, which is made up of parents of children who attend the nursery. The fundraising committee plan and organise various events throughout the year. All parents are invited to be actively involved.

Money raised is put into a toy fund and used for Christmas gifts, new toys, materials and equipment. Parents are kept informed on how the money is spent.

### Links with Primary Schools

Links are formed with the following primary schools:

Dunoon Primary	Innellan Primary	Kilmodan Primary
Kirn Primary	Lochgilphead Primary	St. Mun's Primary
Sandbank Primary	Strachur Primary	Strone Primary
Tighnabruaich Primary	Toward Primary	

### Transition to Primary School

Starting school is a major life transition. To help support this, a transition programme is in place for every child starting school. The programme provides an opportunity for your child to visit their primary school and to be involved in learning experiences (for example putting together a transition scrapbook) and shared learning through working on a joint topic at nursery and with the receiving primary school. All relevant information regarding your child's progress is passed on by nursery to the school that your child will be attending.

Good liaison with the receiving primary school is essential for continuity and progression in children's learning.

### Early Learning and Childcare (ELC)

Your child will be entitled to ELC on a phased basis depending on your child's date of birth – three-year olds will be able to access their free provision from the first Monday after their 3<sup>rd</sup> birthday. Except for children who have a March to start of the August term birthday – these children will start in August.

All three-year old and four-year old children and two-year olds who meet the criteria, are entitled to a maximum of 1140 hours free ELC per annum. These hours are broken down into five sessions of 4 ¾ hours per week (1140 hours) This is funded by the education department.

Clyde Cottage Nursery offers extended hours of care, which can be bought over and above your free entitlement of 4 ¾ hours.

Your entitlement operates from:

8:30 – 1:15 morning session **OR** 12:45 – 5:30 afternoon session

## GDPR, Confidentiality and Record Keeping Policy

We are required to gather particular personal data and information in order to comply with legislation relating to Early Learning and Childcare (ELC) in Scotland. We will gather and process all personal data and relevant consents; verbal or written, following GDPR guidance. Data will be treated confidentially and will uphold the rights of all individuals involved in the service – children, parents, staff, students and volunteers, as per the terms of the [Data Protection Act 2018](#).

We are required to hold information about the children and families using the service, as well as staff working within the setting, ensuring compliance with legislation. Processes will be in place to ensure the safe and secure storage of all data belonging to our service users. We cannot, however, withhold confidential information regarding the welfare of the child – this information will be disclosed to specified personnel and agencies if required. Parents will be made aware of this on enrolment, as well as through the parents' handbook/welcome pack.

The term 'parents' will be used to include all main caregivers.

- **Child Policy Statement – Child Protection**

All pre-5 staff have undergone Child Protection Training and we review our Child Protection Policy and Procedures annually. The establishment's Child Protection Co-ordinator is Claudia Montgomery. The co-ordinator is responsible for the induction of all new members of staff into the establishment's Child Protection Procedures. Registration in respect of Disclosure Scotland is rigorously adhered to.

### Child protection staff roles and responsibilities

Staff must report an allegation or suspicion to the child protection co-ordinator. It is not the responsibility of education staff to investigate. Staff cannot promise confidentiality. All staff have responsibility for safe guarding the well being of children.

- **Promoting Positive Behaviour Policy**

Parents and nursery staff as far as possible offer a unified approach in working with the children. At nursery we promote positive behaviour by praise and encouragement, in the way we talk to each other, and to the children in taking time to listen and explain what is acceptable. Also, by guiding the children and assisting them to learn how to deal with their feelings. Every child should feel safe and secure with each other and with staff.

Children are introduced to both the nursery rules, and why we have the need for rules.

e.g.     do be kind and helpful  
          do be gentle  
          do look after toys  
          do listen to people

A child experiencing difficulties in this area will have the support of a key staff member working in partnership with parents and the whole staff team.

Behaviour materials in the form of stories and games are used along with appropriate topic-based activities.

A behaviour programme may be put in place covering certain times in a session i.e., free play, group time, etc. Reward/sticker charts are also used in conjunction with working with the child at his/her level of understanding.

In extreme cases of challenging behaviour, after consultation with, or a request from the child's parents, advice may be sought from the educational Psychologist.



- **Behaviour Management Policy**

- **Staff Involvement**

This policy was drawn up in consultation with staff of Clyde Cottage Nursery.

- **Rationale**

Children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

From time to time children need adult assistance to guide them in the appropriate behaviour associated with particular activities/situations. This ensures children are given the opportunities to forge positive relationships with children and adults alike.

- **Purpose**

This policy for behaviour management is based on the following features of learning within the key aspect of Emotional, Personal and Social Development, where children should be given the opportunities to:

- Become aware of and respect the needs of others in their behaviour and learn to follow rules.
- Form positive relationships with other children and adults and begin to develop particular friendships with other children.

- **Aims**

Our behaviour management aims at Clyde Cottage Nursery are:

- To assist children in the understanding of the need for rules and the need for each child to adhere to these rules.
- To assist children in fostering a bond of respect with both adults and peers.
- To promote positive behaviour within the pre-5 setting.

- **Principles**

This establishments behaviour management procedures adhere to the following principles:

- Adult intervention in a behavioural issue should always be positive and supportive with the key focus on guidance.
- Children should be allowed to make mistakes in behaviour, be guided, learn from the mistake and move on.
- Children should be given the opportunity to learn that rules are there for a reason and should be followed.
- Intervention by the head of Centre and/or parent comes only as a last resort.

- **Procedures**

This establishment will strive to achieve our aims by:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed by all staff and explained to newcomers, both children and adults.
- All adults at the nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive role model for the children with regard to friendliness, care and courtesy.
- Adults in the nursery will praise and endorse desirable behaviour such as kindness and willingness to share.
- Staff will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in unacceptable ways:

- Physical punishment such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as 'naughty chair' will not be used.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards an improved pattern.
- Where appropriate this might be achieved by a period of 'time out' with an adult.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any cases of misbehaviour, it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening way.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the whole staff, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- Occasionally when unacceptable behaviour has occurred, staff may need to take action for the child's own safety, or that of others.
- Staff should try to involve parents to promote and reinforce positive behaviour.
- A reward system may be used to help, e.g., using stickers.
- With a particularly difficult problem it may be useful to concentrate on the positive and use praise to reinforce good behaviour.
- Keep parents informed when a child has been good and build on this positive image with child and parent.
- Children should not be physically restrained unless by not doing so would put the child in danger.

#### Monitoring and Review

The overall monitoring of this policy will be the responsibility of the Head of Centre. All staff will monitor the implementation of the policy at group and individual level. All staff will be involved in discussions when the policy is being reviewed.

- **Equality & Inclusion Policy**

This policy represents the agreed principles for Inclusion and Equal Opportunities throughout the Nursery. All Nursery practitioners, representing Clyde Cottage Nursery have agreed this policy.

### Introduction

The mission statement of our nursery talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this nursery promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### Policy statement

Clyde Cottage Nursery aims to be an inclusive nursery. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our nursery:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an Additional Language;
- children with Additional Support Needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

Clyde Cottage Nursery believes that all children are individuals and have an equal right to be listened to and be valued, in line with the United Nations Convention on the Rights of the Child (UNCRC) and the European Convention on Human Rights (ECHR), inclusion and equality of opportunity are an entitlement for all children.

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of additional support for learning. This legislation was amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and requires settings, local authorities and other agencies to address additional support needs which may arise during the course of the child's education. The Act sets out how it is everybody's responsibility to ensure that appropriate support is in place to enable all children to reach their full potential. The legislation is supported by Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Act (Scotland) 2004 (as amended) Code of Practice. This is the third edition of the Code, published in 2017 and takes account of the amendments in the Children (Scotland) Act 2016 which extended certain rights to children aged 12 and over.

Getting it right for every child (GIRFEC) promotes an integrated working approach ensuring the sharing of information and actions to ensure that the child's needs are being met.

Nursery practitioners ensure all children have the opportunity to reach their full potential and ensure children and their families are treated fairly regardless of race, sex, disability, age, religion or sexual orientation. Clyde Cottage Nursery is committed to providing an inclusive environment that celebrates diversity and works with parents/carers to ensure that every child is able to access nursery care and education that stretches their learning and development.

Clyde Cottage Nursery is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
  - age;
  - gender;
  - gender reassignment;
  - marital status;
  - pregnancy and maternity;
  - race;
  - disability;
  - sexual orientation; and
  - Religion or belief.

Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

The remainder of the policy can be viewed on our website policies page.

- **Complaints Procedure**

If you are not satisfied with some aspect of our service or feel that we have treated you unfairly, you can telephone, write to or come and see the Nursery Manager:

Mrs Claudia Montgomery  
Clyde Cottage Nursery, Pilot Street  
Dunoon  
Argyll  
PA23 8DB

Tel: 01369 705926  
Mob: 07774687310

If you are not satisfied with the response or if the complaint is about the services we provide or the head of establishment, please contact

Chairperson  
The Management Committee  
Clyde Cottage Nursery, Pilot Street  
Dunoon  
Argyll  
PA23 8DB

Complaints can be made to: -

The Care Inspectorate  
4<sup>th</sup> Floor, No 1 Smithhills Street  
Paisley, PA1 1EB  
Tel: 0345 600 9527

Argyll & Bute Council  
Argyll House, Alexandra Parade  
Dunoon, PA23 8AJ  
Tel: 01369 704000

- **Useful Contacts**

All emails to the Early Years Team should be directed to:

earlyyears@argyll-bute.gov.uk

**Head of Service: Education**

Mrs Anne Paterson  
Inveraray Conference Centre  
Inveraray, PA32 8YH  
Tel: 01499 302218

**Head of Service: Education**

Mrs Louise Conner  
Oban Education Office  
Oban, PA34 4EF  
Tel: 01631 569192

**Early Years Development Officer**

Mrs Ailsa Dominick  
Argyll House  
Dunoon, PA23 8AJ  
Tel: 01369 704000

**Education Support Office–Early Years**

Lorna Stewart  
Argyll House  
Dunoon, PA23 8AJ  
Tel: 01369 704000

**Education Manager – Early Years**

Mrs Wendy Brownlie  
Argyll House  
Dunoon, PA23 8AJ  
Tel: 01369 704000

**Principal Teacher – H&L**

Mrs Tina Sartain (Bute & Cowal)  
Helensburgh Civic Centre  
38 East Clyde Street  
Tel: 01436 657630

**Childcare Information Assistant**

Mrs Sheena Stewart  
Argyll House  
Dunoon, PA23 8AJ  
Tel: 01369 704000

**Clerical Assistant – Early Years**

Mrs Lesley Collings  
Argyll House  
Dunoon, PA23 8AJ  
Tel: 01369 704000

**Local Councillors**

Yvonne McNeilly  
Policy Lead for Education  
Tel: 01369 708479 / 07514 443 697  
yvonne.mcneilly@argyll-bute.gov.uk

