



# **Strathpeffer Primary School**

**Nursery Prospectus  
2020-2021**



Head Teacher: Mrs Carolyn Ritchie

Early Years Practitioner: Mrs Jolene McColl

Early Years Practitioner: Mrs Lisa Coli (On maternity leave)

Early Years Practitioner: Mrs Catherine Hamilton

Early Years Practitioner: Mrs Tracy MacGregor

Early Years Practitioner: Mrs Susan Bryan (maternity c)

Telephone Number: 01997 421824

Email: [strathpeffer.primary@highland.gov.uk](mailto:strathpeffer.primary@highland.gov.uk)

Web site: [www.strathpefferps.wordpress.com](http://www.strathpefferps.wordpress.com)

# Information for parents

## Welcome to Strathpeffer Nursery



**We very much hope that you and your child will enjoy your time at our nursery.**

Your child is at a very crucial stage in his/her development as it is now accepted that children learn more rapidly in the first seven years of life than at any other time. Therefore, it is really important that children are given every opportunity to fulfil their potential. As a parent you play a vitally important part in the process. We in the nursery hope to play our part by treating your child as an individual and offering him/her a variety of experiences and activities that are designed to further the development process.

We hope that your child finds out that learning can be an enjoyable and worthwhile process.

This prospectus is intended to give you information about the nursery but please feel free to get in touch with us if there is anything about which you are uncertain.

## **Strathpeffer Nursery – for your child**

The aim of Strathpeffer Nursery is to create a learning situation in line with a Curriculum for Excellence that will develop to the full, the potential of pupils and equip them with the skills, knowledge and understanding required to help make them Successful Learners, Confident Individuals, Responsible Citizens and Effective

Contributors enabling them to face future challenges in the world in which they live.

**To achieve this we strive to:**

**develop and monitor learning experiences that will raise standards of achievement in all areas of the curriculum by:**

- providing a balanced and broad curriculum based on a Curriculum for Excellence guidelines
- creating an ethos of achievement and establishing high standards of behaviour
- regular monitoring of pupils' needs

**promote a health conscious environment and to develop an appreciation of the benefits of healthy living, sustainability, hygiene, safety and regular physical fitness by:**

- fostering mutual respect
- encouraging positive attitudes to self and others
- encouraging children to explore, appreciate and respect their environment
- offering the children healthy options and giving them choices

**build a safe, secure and welcoming environment for all pupils, staff, parents, and visitors, to enhance self-esteem and the ability to value each person's own worth by:**

- teaching the Golden Rules for nursery and school, the classroom and the playground.
- effective use of Circle Time
- setting and fostering good examples of manners, respect and courtesy towards each other.
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**develop positive relationships between home, school and the wider community by:**

- developing and encouraging partnership with parents, carers and Parent Council members
- strengthening links with the Community Centre and encouraging the involvement of the community
- creating equal opportunities for all pupils
- valuing all children and responding to their diverse abilities, backgrounds, interests and needs
- developing good links with other agencies to provide all round care for the pupils

**promote professional staff development for all members of the team, in areas which are relevant to their own needs and the needs of the school by:**

- enabling all staff to attend relevant development courses
- recognising, and where appropriate using, individual strengths to help all staff and pupils
- providing opportunities for staff development and review

These aims are reviewed annually.

**Nursery education is about the development of the individual child.**

**We hope to promote the child's ability to:**

- develop strategies for learning
- seek out and respond to learning opportunities
- choose and plan their own activity and take control of their own learning
- collaborate and reflect with others
- think and share ideas
- acquire knowledge, skills and understanding for use in new situations
- communicate with peers and adults

- express themselves through the medium of art, craft, music, drama and movement
- have fun and enjoy themselves.
- develop self-esteem and be more tolerant of others.



## Curriculum for Excellence

### What is Curriculum for Excellence?

- *Curriculum for Excellence* has been designed to ensure children and young people can be as fully engaged in their learning as possible whether in nursery, primary or secondary school and at all crucial stages.
- Our new curriculum will help children and young people develop the skills for life and the skills and knowledge that employers need now and in the future. • There is a greater choice for children and young people, so that their learning is more directed at their interests and abilities.

Parents have a key role to play in the success of *Curriculum for Excellence* and what it can bring to their children. By working together with schools, nurseries and others involved in *Curriculum for Excellence*, parents can make a real difference. All parents want the best for their children. *Curriculum for Excellence* aims to achieve the best for all children and young people in Scotland.



# General Information

## Nursery Enrolment

This takes place at the school in usually February or March. Parents will be notified of dates by way of the local press and notices at the school and in the Strathpeffer and Contin Shop. There are 3 intakes a year (August, January and April).

## Nursery Hours

At enrolment time you will be asked to let us know how you would like to use your weekly 30 funded hours.

The nursery is open 8.30am - 3.30pm and you can use your hours in various ways. You can also purchase extra hours if you wish. Further details available on request.

As far as possible we try to allocate the hours to fit with parents wishes, but sometimes due to various reasons this is not always possible.

You and your child will be invited to visit the nursery, along with all the other children starting, to meet the staff and each other. This usually takes place in late June, if starting in August, just before Christmas if starting in January and finally in late March if starting in April. You will receive a letter informing you of the exact date nearer the time.

It is important that you try to be as punctual as possible, both in delivering and collecting your child. All children must be brought to the nursery and collected by an adult known to the child. We have a signing in and out sheet which should be completed each day. **Please let us know if someone different is picking up your child.**



# School Holidays 2020/2021

School Holidays	Starts	
First Day of School	18 Aug 2020 (Tue)	
Autumn Half Term Holidays <i>In service days</i>	14 Sep 2020 (Mon)	15 Sep 2020 (Tue)
Autumn Holidays	12 Oct 2020 (Mon)	23 Oct 2020 (Fri)
Winter Holidays	23 Dec 2020 (Wed)	5 Jan 2021 (Tue)
Spring Half Term Holidays	15 Feb 2021 (Mon)	17 Feb 2021 (Wed)
Spring Holidays	2 Apr 2021 (Fri)	16 Apr 2021 (Fri)
Summer Holidays	2 Jul 2021 (Fri)	16 Aug 2021 (Mon)

***In service days:***

17<sup>th</sup> August 2020

14<sup>th</sup> & 15<sup>th</sup> September 2020

17<sup>th</sup> February 2021

6<sup>th</sup> May 2021





## Clothing

All weather clothing is required as the children play outside, daily, come rain or shine! Wellies and coats for cold wet days and sunscreen for all those scorching days we get! (Parents are asked to provide sun cream for their child and a sun hat.) Old clothes are best for everyday as we use paints and other 'messy' resources on a regular basis. All children must bring a suitable pair of indoor shoes. It would be appreciated by all the staff if the shoes are easy to get on and off. Please make sure that all the children's shoes and clothes are labelled clearly. Shorts and T Shirt for Gym sessions are also required. It is a good idea to leave a change of clothes in your child's tray in case of accidents or if they get wet during water play.

## Toileting

As far as possible, keep fastenings on clothes very simple and to the minimum. If children have zips or buttons on trousers, please practise with them so that they can tie these unaided. Could parents please provide appropriate change of underwear and where necessary nappies and wipes.



## Illness

If your child becomes ill, or has an accident while attending the nursery, we will contact you by telephone. If there is no reply we will ring your emergency contact number.

If your child is absent for any reason please telephone the school and let us know. If your child has been ill, please ensure that they are fully recovered before sending them back to nursery to help prevent any illness spreading. This includes any sickness and diarrhoea type bugs, where it is advisable to keep children at home for at least 48 hours.





## Early closure

Should the nursery need to close earlier than normal you will again be contacted by telephone if prior warning has not been given out. Again we will telephone your emergency contact to come and collect your child if we can not contact you. **Please listen to the Telephone Messaging Service 08005642272 Pin No. 04 3080.** There is also a new website [www.schoolclosures.highlandschools.org.uk](http://www.schoolclosures.highlandschools.org.uk), to view closure information.

## Major Incident in the Nursery

If a major incident occurred in the nursery (e.g. a fire) the children would be evacuated to the school playground in order that we could check if all could be accounted for. The Education Office would endeavour to get in touch with parents by telephone. Hopefully, we will not have to face such an event. Fire practices are held at regular intervals so that children are familiar with the procedures.

## Visits

We believe that taking the children out on a variety of visits is a very important aspect of their education. The details of any visit will be posted on the notice board, which you should look at regularly.

**At the beginning of the session we will ask you to sign a consent form to cover all local visits.**



## Keeping in Touch

On an informal basis, many of you will see your child in the nursery every day, as you drop off and collect. You will have the opportunity of exchanging information with the nursery staff e.g. if your child has a cold and hasn't slept much. In turn the staff will be able to say how the day went for your

child. You will be able to see new things in the room, paintings on the wall, construction toys completed etc.

More formally in November in line with the school you will be invited to an open evening and again in May/June around about the same time, as the main school will be reporting to parents. You will also receive a written report/ record of achievement detailing your child's progress throughout the year in May/June.

Regular open days/coffee mornings will take place throughout the year to enable you to see the children's work and staff on an informal friendly basis.

You are, of course, always welcome and if you wish to make an appointment to discuss any matters concerning your child, please do get in touch.



## Working in Partnership - Sharing expertise and skills

The school is aware of and appreciates the tremendous resource we have in our parents. So, in nursery school as in the main school, if you have a special area of knowledge, skill and/or expertise, which would benefit the children, please don't be shy.

If you enjoy baking, play a musical instrument or are keen on singing we would love to know.

Perhaps you have a gift for storytelling, which could be shared.

These are all ways in which the children's experiences can be enriched and parent's can be involved in and school life. We actively encourage parental involvement and the Nursery has regular 'Stay and Play' sessions to try to encourage parents to become more involved.

Parents are also asked to take part in the self-evaluation process helping us to make sure that you, the stakeholders have your say about your child's nursery and learning experience. This can be done in a variety of ways including questionnaires, exit boards, informal chats etc.



## My Learning Journey

Each child has a 'Learning Journey' which is a record of their learning and achievements during their time in Nursery. Learning Journeys contain observations made by staff, photographs, examples of children's work and 'Steps on my Learning Journey' which are learning targets that have been discussed and agreed with each child. You are invited to share in working towards and celebrating your child's achievements by regularly accessing their Learning Journey and adding comments to their 'Steps on my Learning Journey'. There is also a 'Look what I've done!' sheet which is for you to share your child's achievements out with Nursery by writing a comment or providing a photograph



## Attendance

It is important for your child to attend nursery on a regular basis to obtain the maximum benefit. If your child is unable to attend either because of illness or any other reason please contact the school either by letter or telephone.

**Each child has a tray, so please check regularly for newsletters, art work, etc.**

## The Nursery Day-Learning through play

Most theories about learning, stress the importance of communicating with others and consequently we will encourage your child to co-operate and work with other children and the various adults with whom the child comes into contact.

Much of the children's learning will be through play where they are offered a range of activities each with an underlying educational purpose.

Play is the means by which humans explore a variety of experiences in different situations for a number of purposes. It is a process which provides a way of learning, therefore, it should be seen as a means of teaching and learning rather than a separate entity.



## So Why Active Learning?

- ☺ Through active learning the brain and body are stimulated and active
- ☺ It provides pleasure and enjoyment, which in turn will motivate children to further their learning by persevering, overcoming difficulties and concentrating for longer periods of time.
- ☺ It helps to build confidence in themselves and their abilities.
- ☺ It allows the child to tackle new experiences in non-threatening situations.
- ☺ It can provide an escape, relieve boredom, and allow for relaxation and the opportunity for solitude.
- ☺ It helps the child to judge the many variables within social interactions and develop perceptions about other people
- ☺ Skills can be practised and repeated as many times, as it is necessary for confidence and mastery.
- ☺ Opportunities for sensory experiences that are the foundation of intellectual development are provided.
- ☺ It provides reasons children can understand for acquiring the skills and knowledge adults value.
  - ☺ Play creates context for language and mathematical development.



## Through their play children learn to:

- Co-operate with each other
- Share
- Listen
- Talk
- Measure
- Weigh
- Organise
- Think
- Become more independent
- Become responsible citizens
- Become confident individuals
- Become effective contributors
- Become successful learners
- Control their body
- Recognise and use sounds/letters and numbers
- Develop their creative skills
- Develop pre reading and writing
- Develop pre mathematical concepts
- Use appropriate vocabulary
- Behave appropriately in the nursery setting



**Children will also be given**

**opportunities:**

- To learn poems
- To visit their local environment
- To care for plants
- To sing and take part in a range of musical activities
- To listen to stories
- To explore pre reading and writing activities
- To explore number, shape, colour etc
- To partake in physical exercise.



**Activities offered to the children range**

**from:**

Sand and water play, Woodwork, Baking, Playdough, Painting, Junk modelling, Gluing, Jigsaws, Drawing, Board games, Construction toys e.g. Lego, Duplo etc., Imaginative play e.g. the home corner, the hospital etc., Pre reading and writing activities, Pre number activities, Building blocks, Outdoor activities, Story corner, physical play e.g. climbing frame, rocker.



## How Can I Help To Prepare My Child for Nursery?

Before your child can settle down in a nursery and begin to enjoy coming, he/she has two difficult obstacles to overcome.

Firstly, he/she must come to terms with a separation from you, perhaps for the first time and secondly he/she must face a new environment with other (possibly unknown) children and two or three unfamiliar adults.

There are two ways you can help your child to get off to a good start. A little advance preparation makes the separation easier to manage. If possible try to make friends with another child who will be going to the nursery or primary school so that your child will have a friend to go along with - how often have you been glad of the company of a friend or relative when going to a new place for the first time? It helps to have someone with you. 😊

It will also help if your child has some idea of what nursery is all about - tell him/her about playing in the sand, in the house corner, with the building blocks, baking etc.

Most of all make sure that you have a positive attitude towards nursery education and see it as an exciting place where your child will learn lots of new skills. Parents and children will be given an opportunity to visit the nursery setting before starting as indicated in the general information section.



## What If My Child Does Have A Problem Settling Into the Nursery?

You may discover that despite your best efforts, your child may have problems settling into the nursery. Not all children, even happy, confident ones will want to stay with a complete stranger for two hours, especially if there are other tearful children around. If your child is happy for you to leave him/her then say goodbye and leave.

If, on the other hand, your child is obviously tearful and upset at the thought of staying without you, then stay with him/her and explore the nursery together. If after a little while you feel that he/she has had enough for one day, then take him/her home and repeat the process the next day and for however long it takes until your child gains enough confidence and is happy to stay without you.

Please don't give up or give in. Persevere and the eventual reward will be well worth the effort. In the meantime the nursery staff will be able to help you deal with the situation until a solution is found.

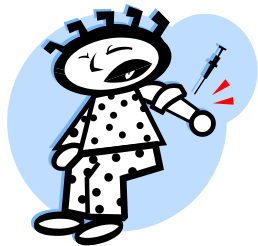


# The Care Inspectorate

The Care Inspectorate is a national organisation set up under the regulation of Care (Scotland) Act 2001. It has taken over the regulation of care services in Scotland and in our care the provision of nursery classes. They operate from regional offices and our local office is:

Care Inspectorate  
1st Floor,  
Castle House,  
Fairways Business park  
INVERNESS,  
IV2 6AA  
Tel: 01463 227630

A set of Care Standards has been drawn up and a representative of the Care Inspectorate will visit the nursery to look at some of these on a three year cycle. They have also set up a system for users and staff to express any concerns or complaints. Details of how to use this service are in a leaflet which is on the nursery notice board.



## Vaccinations

Is your child up-to-date with their vaccinations?

Children receiving-out-of home care, including at nursery and playgroup, have more opportunities to come into contact with infections, so it is especially important to make sure that they have had all the vaccinations due.

It is never too late to have your child immunised. If they have missed one, you don't have to start the course from the beginning again. Contact your health visitor/GP for further advice.

**If your child has any health or dietary issues please let us know at the start of the year or as they arise.**

# getting it right for every child

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. *Getting It right for every child* is about ensuring the wellbeing of **every** child and young person in Scotland. Through the *Getting it right for every child* programme children and their carers are central to

the process of finding solutions and having their needs met. Everyone working with children is expected to use a constant, fair approach, actively sharing information to agreed protocols and working together to improve outcomes for children. Everyone needs to be clear about their personal responsibility to do the right thing for each child. Parents and children, together with schools, professionals and others working with young people will benefit from an approach which results in the development of one plan to meet all the child's or young person's needs.

The desired national outcomes for children and young people, from the Curriculum for Excellence, are that all children can be:

**Confident Individuals**  
**Responsible Citizens**

**Effective Contributors**  
**Successful Learners**

To achieve this all children need to be **Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included.**

These are known as the 'wellbeing indicators' and are remembered by the acronym **S.H.A.N.A.R.I.**

The *Getting it right for every child* programme will be operating throughout the Highland area by March 2009. It will affect the working practices of all Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Agencies) who work with children and families, including services to adults who are also parents.

The current responsibility to act if a child is at risk of harm does not change. However, there is now a wider responsibility to consider a child's wellbeing across the S.H.A.N.A.R.I. spectrum by everyone involved with children and young people.

Each child or young person will have a Named Person in universal services (health and education) who is the point of contact for the child, parents, professionals and the community. This will be the midwife for the first few days of life followed by the family Health Visitor for pre-school children. The Head Teacher will take over as Named Person on starting primary school and a designated person, i.e. the Depute HT or a Principal Teacher with a Pastoral/Support role within the school for Secondary stage pupils. Each school will make its own arrangements for appointing a Named Person for every child or young person taking account the skills and experience of staff, size and location of the school. Children, young people, parents and carers should have clear information from the school about who is their child's Named Person.

In partnership with parents, child and, with consent, the Named Person will consider what additional support is needed to meet the child's needs. If there is a risk of harm to a child, information will be shared without seeking consent following Child Protection Guidelines.

Where a child's support needs require different agencies to work together, a Child's Plan will be developed. At this stage a Lead Professional will ensure the Child's Plan meets the identified needs and everyone is doing what they agreed. It must be clear to all involved in the Child's Plan what actions are to be taken and by whom, the desired outcomes for the child and the arrangements for reviewing the plan. This may be as simple as a particular strategy to ensure a child's inclusion in certain activities to a plan addressing more complex needs.

The Lead Professional will ensure the active involvement of a child and family and ensure the Child's Plan is reviewed with progress and challenges noted. Partners contributing to the plan may be asked to contribute to this review.

More information about the *Getting it right for every child* policy and practice can be found at the website: [www.hvlc.org.uk/gir](http://www.hvlc.org.uk/gir)

To contact direct: Email: [GIRFEC@highland.gov.uk](mailto:GIRFEC@highland.gov.uk)



## Other Agencies

All pre-school education centres work closely with NHS Highland and other agencies so that the resources and information we have will bring the most benefit to families. The aim is to ensure we have the right services for your child at the right time.

Early Education services and NHS Highland collaborate to plan services and offer interventions, such as the Childsmile Oral Health Programme and the Pre-school Vision Screening Programme. To assist the administration of these programmes, we confirm your child's name, date of birth and address to NHS Highland.

We have a Link Health Visitor, who visits the centre at least once a term. Their main role is to offer advice on children's health and development. They will also liaise with your own Family Health Visitor if necessary.

Our centre's Link Health Visitor can be contacted on...

Tel. No.: 01349 868520

If your child would benefit from help from other agencies, you will be asked for permission so that relevant information can be shared. This enables staff to get a rounded picture of your child and means you won't keep being asked for the same information by different people. If your child's immediate safety or welfare is at risk, information may legally be shared without your consent.

## **Other Information**

### **Sun Cream**

In hot weather please ensure your child is provided if necessary with a supply of sun cream clearly labelled with your child's name.

### **Birthday Cakes**

Due to a number of children with various allergies attending nursery only shop bought birthday cakes can be shared with children in order that ingredients can be checked by staff.



## **Finally...**

Before the children move into Primary 1, the pre-school nursery children are invited to three sessions in the Primary 1 class as part of our transition arrangements.

You will receive more information regarding transition nearer the time.

Hopefully the information in this book has proved useful to you. Please let the school staff know of any omissions so that this prospectus may be improved for next year.

The Head Teacher is happy to deal with any queries you have about Strathpeffer Nursery. Just pop in to see her, make an appointment to see her or telephone the school.

*Carolyn A. Ritchie*  
HEAD TEACHER

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## **Notes**

