

# Educating our future



Langside Nursery School



I would like to welcome you to Langside Nursery School. I hope that this booklet is both a helpful and informative guide to what you and your child can expect from your time with us. Hopefully it will answer most of your questions, however please feel free to approach any staff member or myself at anytime, if you do have any queries or concerns. The staff and I look forward to a happy and harmonious relationship with you, working in partnership, for the best outcomes for your child.

Yours

Linda Huisman

Head Teacher

Langside Nursery School  
44 Carmichael Place  
Glasgow G42 9SY  
Tel: 0141 649 5668  
e-mail: [headteacher@langside-nursery.glasgow.sch.uk](mailto:headteacher@langside-nursery.glasgow.sch.uk)

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## Going to School

**When the time approaches for your child to go to enrol for primary school, we will display the posters supplied by the primary schools with their details for enrolment. Enrolments normally occur in late January and early February each year. We work closely with some of the following primary schools and have a strong Transition programme which includes visits to and from our local schools. Here are some of our local schools and their details:**

**Battlefield Primary:  
Claire Currie**

**Cuthbertson Primary:  
Hilda Carrick**

**Langside Primary:  
Christine Wilson**

**Mount Florida Primary:  
Diane Fullarton**

**Merrylee Primary:  
Elizabeth Mahindru**

**Shawlands Primary:  
Elaine Hutton**

**The above are all associated primary schools, however unlike nursery schools: admission to any primary school is defined by living in a stated catchment area or by submission of a placing request. Late collection of children**

**Although we try to be as flexible as possible it would be helpful if parents could ensure that their children are uplifted at the correct time: 11.55 am and 4.00 pm. This is to enable staff to complete necessary paper work and prepare the playrooms for the next session, and also prevents your child from becoming anxious if left late.**

**However, any parent experiencing difficulties should approach the Head Teacher who will endeavour, where possible to accommodate both parent and child's needs**

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Head Teacher Linda Huisman B.Ed Hon. PGC Early Years. SNNEB

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Team Leaders Saira Butt PDA. HNC  
Susan McManus HNC SVQ 4

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EAL Teacher Linda Mulligan B. Ed Hon (Temporary cover)

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Child Development Officers Full-time Kathy Andrews HNC  
Afshan Ahmad HNC  
Sue Gallagher SNNEB  
Donna Hillhouse HNC  
Anna Malinouska HNC  
Lynda Martin SNNEB  
Claire McBride HNC  
Maria Murphy SNNEB

Part-time Cathy Glasgow HNC  
Hazel Main SNNEB  
Margaret Bertolaccini SNNEB  
Michelle Spiers SNNEB  
Debbie Gall SNNEB

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Clerical Assistants Angela Frater  
Frances Gordon

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Janitor Peter McGirr

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Catering Assistants Frances McFadyen  
Jean Martin

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### School Information

School roll - agreed capacity school hours

80	3-5 place morning session	8.30 - 11.55 a.m.	20	-2-3 place morning session
80	3-5 place afternoon session	12.50 - 4.00 p.m.	20	-2-3 place afternoon session
10	3-5 full time places	8.30 - 4.00 p. m.	5	- 2-3 full time places

The Head Teacher will endeavour to assist any parent with regard to flexibility of hours within the exigencies of the service.

\*\*\*\*All information correct at time of print

## Enrolment

You are welcome to visit the school at any time with your child. Once your child has reached the age of one year, you are entitled to place their name on the school waiting list for the 2-3 room, age 2 for the 3-5 room. You will be notified when a place becomes available at sometime after your child's second, or third birthday (depending on the stage you have applied for).

Admission to Langside Nursery School is in accordance with Glasgow City Council's Admission policy as outlined below.

The Head Teacher is happy to explain further any aspects of the policy.

### Admission Policy Priorities

#### Category 1

- Any child considered to be in the need of protection
- Children with very young mothers
- Looked after children

#### Category 2

Children referred by, or have

- Attended Pre-scat
- A psychologist
- Have specific needs
- Are in temporary accommodation
- Deferred entry to primary school
- Are from travelling families
- Parents with specific needs

#### Category 3

- Working parents
- Parents in education
- Referred from external professions
- English as an Additional Language
- Sole supporter of the family
- 3 or more children under 5
- Multiple births
- Family stress

Where demands outweigh availability for places, the admission panel will meet to prioritise and consider your application. The panel comprises of representatives from Early Years Educational establishments in the area.

#### Category 4

- Any child who lives in Glasgow and has not been admitted under Bands 1, 2, or 3

#### Category 5

- Children from out with the City of Glasgow

## School Holidays

<b>Return Date for Teachers</b>	<b>Tuesday 11 August 2015</b>
<b>Return Date for Pupils</b>	<b>Thursday 13 August 2015</b>
September Weekend	Friday 25 <b>and</b> Monday 28 September 2015
First Mid-Term	Monday 12 <b>to</b> Friday 16 October 2015 (inclusive)
Christmas/New Year	Monday 21 December 2015 <b>to</b> Wednesday 6 January 2015 (inclusive) * Please note that schools will close at 2.30pm on the last school day before the holiday
	<b>2016</b>
<b>2016 Return to School</b>	<b>Thursday 7 January 2016</b>
Second Mid-Term	Monday 15 <b>and</b> Tuesday 16 February 2016
Good Friday Spring Holiday (Easter)	Good Friday 25 March 2016 and Easter Monday 28 March 2016 Monday 4 <b>to</b> Friday 15 April 2016 (inclusive) * Please note that schools will close at 2.30pm on the last school day before the holiday
May Day	Monday 2 May 2016
May Weekend	Friday 27 <b>and</b> Monday 30 May 2016
<b>School Close</b>	<b>Wednesday 29 June 2016</b> * Please note that schools will close at 1pm on the last school day before the holiday

<b>Day 1</b>	Tuesday 11 August 2015	All Schools
<b>Day 2</b>	Wednesday 12 August 2015	All Schools
<b>Day 3</b>	Monday 19 October 2015	<b>South Area</b>
<b>Day 4</b>	Wednesday 17 February 2016	All Schools
<b>Day 5</b>	Thursday 5 May 2016 (To coincide with Election)	All Schools
	<b>In service days</b>	

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

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the Head Teacher (The Child Protection Coordinator) or to the person deputising for the Head Teacher. If the Child Protection coordinator believes that there may be grounds for concern regarding the welfare or safety of any child, they must then immediately advise the duty Senior Social Worker at the local Social Work Services area office of the circumstances.

As discussed at enrolment it is everyone's job to make sure children are safe and if you have any concerns please approach the Management Team.

**Drop off and pick up:** It is important that each child accesses a full and varied curriculum and also have to complete Fire Registers so it is therefore crucial that children are in nursery before 9.15 am and 1.15 pm. Please be aware arriving out-with these times may mean a wait of several minutes until there is someone available to answer the door.

## Educational Aims

Langside Nursery School is a non-denominational culturally diverse school. We aim to cater for the individual needs of your child in a bright, busy, secure, happy and stimulating environment – conducive to learning through play and exploration. This will support child on their journey to be a successful learner, effective contributor, responsible citizen and a confident individual.

Using 'The Curriculum for Excellence' guidelines under the banner headings of Health and wellbeing, Literacy and Numeracy the school aims to allow your child to develop in the following ways:

### Literacy and English

- Emphasis on the acquisition and further development of your child's language
- The need for clear communication skills
- The enabling of your child to express their needs
- Language specific to number, writing skills and preparatory reading skills
- Listening to language with enjoyment through stories, poetry and singing
- Developing listening skills to enable your child to carry out tasks
- Playroom activities planned specifically to include appropriate language
- Specific language used to illustrate the relevant theme or topic translated through role play
- Enjoy books
- Recognise the written word
- Express feelings through role play, puppets and recall

### Physical Wellbeing

- Co-ordination and balance of the body
- Body awareness and the need for a healthy body
- Development of fine motor and manipulative skills
- Enjoying physical activities
- Expressive movement to music
- Co-operation with others in physical play
- Spatial awareness
- Safe use of tools and apparatus from scissors to soft play,
- outdoor play or energetic play
- Establishing laterality

### Emotional Literacy and Social Wellbeing

- Learning to be independent, confident and self assured
- Learning to share, work with others and take turns
- Developing consideration towards others
- Being able to articulate feelings and needs to both adults and peers
- Personal care, safety and independent learning
- Express feelings and develop the ability to talk about them

## Religious and Moral Education

- The importance of cultural and religious festivals of others in the community
- Learning to share, play fair and care

## Expressive Arts

- Expression through pictures, paintings and models
- Listening and responding to music, rhymes and songs
- Making music
- Use of role play and puppetry
- Participation in singing time, including actions and movement

## Numeracy and Mathematics

Building on existing skills in the following areas:

- Number
- Shape
- Pattern
- Colour

## Sciences

- Observation and problem solving
- Questioning, discussing and reasoning
- Use of senses
- Understanding physical properties
- Becoming fully familiar within the nursery setting and local environment
- Being aware of the purpose of a variety of tools

## Technologies

- Becoming familiar with computers and their uses
- Becoming familiar with a diversity of cultures
- Becoming familiar with people who work in the school and the community
- Care of living things
- Develop a love of natural beauty and a sense of wonder of the world

Through the 'Curriculum for Excellence' a broad based and integrated curriculum is implemented in this nursery school setting, where we aim to assist your child's development with both life and educational skills.

Through this play-based environment, after your child has completed their nursery education, their transition to your chosen primary school should be made seamless with ease and confidence.

## Bullying

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's educational establishments have an entitlement *"to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination"*. (A Standard for Pastoral Care in Glasgow Establishments). In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

## Additional Support Needs/Accessibility Strategy Standard Statement

The establishment has a duty to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of planned activities and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of children with physical or sensory impairments, including the relocation of playrooms to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.

## Lost Property

Glasgow City Council would like us to inform you that they will not be responsible for any loss or theft of property from the school unless negligence on the part of the school can be proven, thus names on shoes and clothing would be helpful.

## Child Protection

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

At Langside Nursery School we have a positive ethos and climate which actively promotes child welfare and a safe environment by:

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

### **Promoting Positive Behaviour**

We strive to create a harmonious ethos for learning through staff modeling team work, co-operation and appropriate methods of dealing with conflict. If a child's behaviour is challenging his/her key-worker will discuss this with you and we will work together to support both you and your child as detailed within the school's Promoting Positive Behaviour Policy which is included in your welcome pack. The Triple P (Positive Parenting Programme) is also available should you wish to participate; with an accredited member of staff in supporting parents/ carers' with everyday parenting difficulties. We use the Promoting Alternative Thinking Strategies (PATHS) programme and Oh Lila to support emotional and social wellbeing within the 3-5 age group.

### **Child Welfare and Safety**

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

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- Ensuring that children are respected and listened to;
- Ensuring that programmes of health and personal safety are central to the curriculum;
- Ensuring that staff are aware of child protection issues and procedures;
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professional collaborate effectively in protecting children.

Should any member of staff have concerns they should report them to the Head of Establishment or the person deputising for the head of establishment. He/she after judging that there may be grounds for concern regarding the welfare or safety of any child must then immediately advise the duty Senior Social Worker at the local Social Work Services Areas office of the circumstances.

### **Dealing with Racial Harassment**

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1999 the guidelines, *'Dealing with Racial Harassment'* were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education. Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at establishment.

## **How your child will access the curriculum**

We provide a wide variety of play materials and activities tuned to your child's needs through the following areas in the nursery school:

### **The Book Corner**

Storytelling is the medium through which the staff, (all early year specialists) foster the enjoyment of books: understanding oneself and other people; the widening of general knowledge; the stimulation of wonder and curiosity; the development of concentration and listening skills and a motivation towards learning to read.

### **Sand and Water**

Helps develop physical skills; hand-eye co-ordination; manipulative dexterity skills; an opportunity to investigate natural materials, to be introduced to quantity and measurement observing their distinct qualities.

### **Creative**

Art, craft and painting help develop your child's creative skills and provide different media for expressing your child's thoughts.

### **Play Dough**

This experience in malleable play affords you the opportunity in manipulation and fine motor skills. These skills are essential to enable your child to use and hold a pencil with ease and proficiency, and to use and handle scissors with confidence.

### **Physical Apparatus**

Physical education activities are provided to focus your child's attention on precise ways of moving like running, jumping, stretching, rolling, sliding, crawling and climbing will serve to develop your child's overall co-ordination.

### **Jigsaws**

The skills acquired through the jigsaw table are many and varied, these being hand to eye co-ordination, manipulative, sequencing, recall, reasoning and problem solving.

## **Imaginative Play**

This can take place in the house corner, dressing up area or any imaginative area created in the playroom. Fantasy play is important to your child's development and opportunities for dressing up and acting out real life and imaginary situations will be provided. The children's imaginary play can be extended and planned dramatisation with the use of puppets can lead to improved self-confidence, self expression and use and fluency of language.

## **Music**

Singing, dancing, exploring sounds, making music and using percussion instruments, listening to a variety of music, will all help to stimulate your child's awareness and enjoyment of music will all help to stimulate your child's awareness and enjoyment of music, building your child's self confidence and self esteem.

## **Environmental Studies**

Create an awareness of the changing pattern of the day and helping establish a concept of time. Looking at the changing seasons and variances in weather conditions. Encouraging your child to nurture and care for the environment by planting and growing flowers, fruit and vegetables. Highlighting the need for care of all living things.

## **Construction**

Through the use of small and large construction equipment, your child's creations helps develop hand and eye co-ordination, reasoning skills, and the way things fit together. This promotes the development of a three dimensional perspective and perception. We take every opportunity to continue your child's existing skills from spreading their own toast to preparing the lunch tables for the full time children.

## **Outdoor play**

The government target time for outdoor play has become an established part of our school day. The children have the opportunity to go out every day and only and only severe weather conditions keep us indoors.

## **Medical and Health Care**

It is crucial that full details of your child's medical history are provided when completing admission forms. This ensures that staff are as well prepared as possible in the event of any medical emergency which may arise.

If your child becomes unwell or has an accident whilst attending school every attempt will be made to inform you. If the illness or accident is of a serious nature, your child will be taken to Yorkhill Hospital for SICK Children's Accident and Emergency Unit; simultaneously you will be contacted and advised to join your child at the hospital. Should your child require medication whilst attending school, the staff at Langside Nursery school will administer said medication upon the written consent from the parent and written instructions from the child's doctor.

We strive to be totally inclusive for all children with regard to health issues.

## **Clothing**

We would advise you to dress your child in clothing which is both functional and comfortable. Please remember that we will be expecting the child to attend to their own toileting, to be active on large climbing apparatus and participate in messy activities including painting, so the fewer buttons the better.

We ask that your child wears black sandshoes indoors on which we will write their name to save them having to wear a name badge. These should be kept in the red show bag provided at their peg and all outdoor shoes kept in the shoe boxes under the pegs.

There are forms of dress which are unacceptable in establishments, such as items of clothing which:

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

Glasgow City Council is concerned at the level of claims being received regarding the loss of children's' and young peoples' clothing and/or personal belongings.

Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment.

Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

## **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Establishments may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

## Extra Activities Fund

We have visiting specialists every week who work very closely with the children in French, Music, and Mini-kickers all of which is paid through the activity fund.

Your regular contributions therefore, prevent a charge for events like visiting theatre groups and the Christmas party where all children receive a present from Santa.

Ingredients for soup, pizza, stir-fry's, seasonal fruit salad and other expendables such as flour, oil and food colouring for fresh play dough are also purchased through this fund.

Additionally there is the diversity of foodstuffs for our cultural festivals like Chinese New Year, Easter and Christmas. **If you choose to opt out of the voluntary contribution you will be asked to pay for trips and the Christmas party.**

Your weekly contribution also enables us to provide a variety of good quality fruit, vegetables, bread, cheese and other consumables for snack time. The compulsory snack costs: £1.25 per week and 'extra activities' cost: £3.75. The total weekly fee is therefore £5 p/w 3-5 room and £2 p/w 2-3 room.

## Attendance

Here at Langside we have an Attendance policy, which means we would telephone you asking why your child is not at school, therefore it is helpful if parents could notify the school in the event of your child being ill or having a planned absence.

## Students

Throughout the year we participate in the training of students from various colleges and disciplines. These are Post-Graduate and B. Ed Teaching students, Child Care and education Students, Speech and Language Therapy Students and Nursing Students. We also participate in work experience placements for secondary school pupils.

## Lunch

Lunch is only normally available for children who attend the nursery on a full time basis. Some children may be entitled to a free mid-day meal; this can be further discussed with the Head Teacher.

## Emergencies and Security Measures

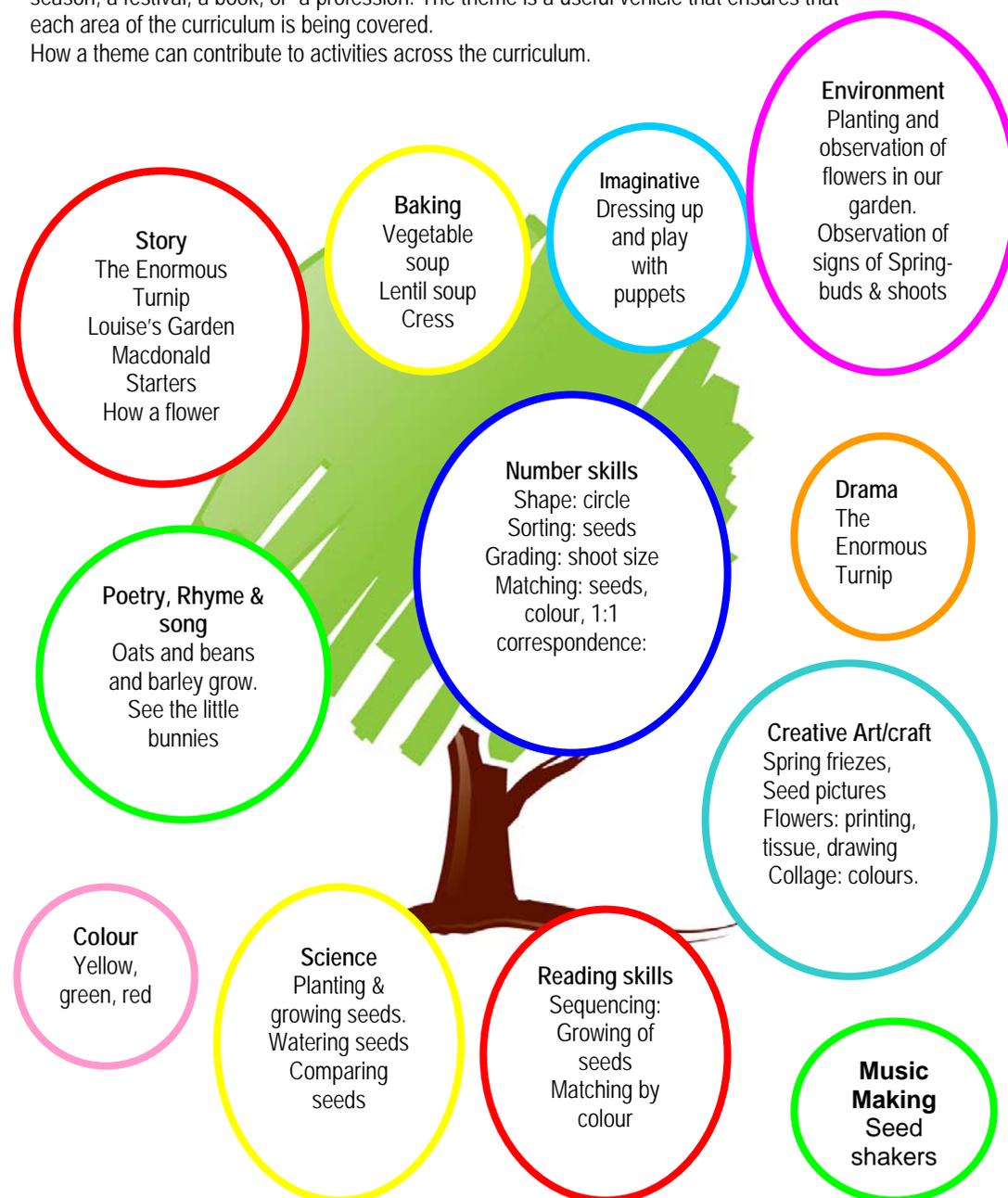
In order to ensure the safety of your child you will be required to provide a name, address and a telephone number of a responsible person who may be contacted in the event of an emergency. If you have to change the contact person please let the office staff know immediately.

It is a parental responsibility to ensure we always know who will be collecting your child and this should always be a responsible adult: age 16. If there are any changes to your normal daily routine, please let staff know.

## Themes and Topics

All the skill-based areas and activities that take place within them are linked together by means of a thematic approach to the curriculum. Some areas are specific to one skill, while most areas are multi-skilled learning opportunities. The theme can take account of a season, a festival, a book, or a profession. The theme is a useful vehicle that ensures that each area of the curriculum is being covered.

How a theme can contribute to activities across the curriculum.



# Settling in Procedure

In general, and if necessary to ease the trauma of settling into the nursery for both parent and child, we enrol the children in small groups throughout the year. Parents can remain in the nursery with their child for the first week and indeed longer if necessary. Your child will be allocated a key worker who will assist in this settling in period. This close contact at this initial stage should help develop a sense of security for parent and child as well as a contact link.

The staff aim to ensure that your child is shown the play opportunities available, the basic routines of the playroom and to instil the finer qualities and skills of socialising, sharing and giving consideration to other children. Please note that on your child's first day, they will only stay for one hour and you will be expected to stay with them without exception.

## The daily routine

The daily routine includes a time for free choice, snack time, group activities and an opportunity for singing, music, and outdoor play.

## Free Play

Your child has access to every area in the nursery playroom. They can choose to play alone, with a friend or participation in a group situation. Each key worker will plan (Plan, do, review- PDR) with your child 2-3 times a week and you will receive a photocopy of this so you know what your child has been working on in nursery school.

## Snack time

This is a time for social interaction for your child with their peers and a member of staff. Milk and water is provided free and your weekly contributions help towards the cost of fruit, vegetables, bread, cheese, crackers and dips.

## Planned Learning Experience

Specific activities are prepared for this time, thus ensuring your child participates in a broad and balanced curriculum. This allows staff to closely monitor and observe your child, and assist them in operating the assessment programme in an efficient and effective manner.

## Singing/ Music time

This is a wonderful opportunity for all the children to come together several times a week, to participate in an enjoyable, communal activity.

## Tidy-up Time

Your child is encouraged to participate in a group tidy-up time. This involves hanging up aprons, laying lunchtime tables, cleaning paints and easels, and general clearing up and care of equipment.

## Assessment

Assessment is part of the daily routine. It is ongoing and continuous. The assessment procedure highlights any strength your child may have and in addition, any areas that require extra or specialist input can be addressed quickly and effectively.

This can allow for early intervention from specialist services such as Speech and Language Therapists, Educational Psychologist, Physiotherapists or Community Paediatrician. If there is a specific issue we will discuss this with you, and then only with your consent we will refer the matter to the appropriate professional or agency.

There will be two meetings a year to provide you, the parent with formal feedback on your child's progress, however your key worker is available on a daily basis for a quick chat on a more informal level.

# General Information

## How you can help.

Your child arrives in nursery with experience, knowledge and a variety of skills developed in your home. You know your child better than we ever can and therefore, if you have any area of concern regarding your child, please do not hesitate to discuss this with us.

## Complaints and Queries

If you are concerned or unhappy with any situation in the nursery school, or you wish to know the reason why we have any specific or set procedure, please feel free to approach a staff member or the Head Teacher. We are happy to assist you at any time with any query pertaining to your child or the school.

## Appeals

If you remain dissatisfied with the Head Teacher's response, then the issue can be further pursued at a higher level by contacting:

Area Manager-South

Education Services

Wheatley House

21 Cochrane Street

Glasgow G1 1HL

Telephone: 0141 287-4561