



***Langa Street Nursery
Handbook
2021 - 22***

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Dear Parents/Carers

Welcome to Langa Street Nursery.

We aim to make your child's time at Langa Street Nursery a happy one, when he/she will be nurtured and encouraged to develop skills and attitudes which will help throughout his/her life.

We value our partnership with parents very highly and recognise you as the first and most important educators of your child. Children develop a greater sense of wellbeing and their learning benefits from close working relationships between their parents and staff. Throughout the nursery we seek to build mutual trust, respect and warm and caring relationships.

Langa Street Nursery was originally built as a Primary school just after the Second World War. It was converted to a Nursery in 1959, following the opening of two primary schools in the area. We have 3 bright playrooms; a large hall which we use for physical activity, focussed activities and for lunch; mature gardens with trees, grass and plants and two spacious tarmac playgrounds. We also have a very comfortable Parents' Room which we look forward to bringing back into use once we are permitted to allow parents back into the building following the Covid-19 pandemic.

Our Sunflower Room caters for children from 2 years old. Staff in the Sunflower Room liaise with parents and colleagues in the 3-5 Rooms to agree a suitable time for each child to move on to the 3-5 Rooms. Our staff are committed to providing the best learning experiences for all of the children to help them achieve their best potential. In order to support children's learning our curriculum follows local and national guidelines for *Pre-Birth to Three* and *Curriculum for Excellence* for Children 3-18. We are also guided by *Realising the Ambition*.

We are part of the John Paul Learning Community and work closely with various local schools in the area. The nursery is non-denominational and we welcome families from all faiths and backgrounds.

We look forward to working with you to provide the best possible early learning and childcare for you and your child. Please read this handbook carefully as it should answer most questions you may have. If you wish to ask directly though, please get in touch and we would be happy to discuss anything.

Yours sincerely

Steve Rivers
Head of Nursery

Our Vision, Values and Aims

Our vision, values and aims were last reviewed in 2019 and are as follows:

Vision

- At Langa Street Nursery School, we want the best for our children, parents and staff. We will create a nurturing environment, where children, parents and staff learn and grow together, to be the best we can.

Values

- The best interests of children are promoted throughout the nursery.
- We value and celebrate our rich cultural mix
- The views of children, parents and staff support decision making.
- The nursery promotes openness, honesty, trust and kindness.

Aims

- To provide a safe, healthy and motivating learning environment.
- To provide a warm and welcoming atmosphere which promotes inclusion, fairness and respect.
- To help children develop as confident, caring, independent learners.

A key improvement goal for us this year will be to review our vision and aims to ensure that they remain relevant to the changes in leadership and staff and the changes amongst our families. Our updated vision and aims will be developed and shared in consultation with our families throughout this session.

A leaflet outlining the rights of children and young people in Glasgow's educational establishments can be found at: <http://www.glasgow.gov.uk/childrensrights>

Your child is unique and special to us, and close working with families throughout your child's time here is crucial to their success. We will communicate openly and respectfully with parents and always be welcoming and positive about your individual culture, beliefs and family circumstances. We will do our very best to work with you to promote your child's development and learning. Our parental agreement (shared at enrolment) outlines some of the elements of our approach that you will be accepting when your child starts here at Langa Street Nursery. The details in this handbook also provide more detail.

Working Together to Promote Positive Behaviour

Young children benefit from clear and consistent expectations, which help to give them security and a sense of fairness. In the nursery children, parents and staff have agreed some simple rules for safety and the consideration of others. All children are encouraged to show kindness and respect for others and for their environment.

Positive behaviour is a very important social skill, as well as being necessary for a good learning environment. If children experience any difficulties with other children, we encourage them to be assertive, to remind the other child of the rules and to report the incident to one of the staff. Please speak to the Head of Nursery if you have any concerns about your child.

Some children have difficulties when first starting nursery and learning to cope with sharing space and equipment. This is to be expected as a part of children's development. The staff will deal with this sympathetically and help them to learn the social rules. If a child continues to have difficulties with behaviour then we will discuss the matter with the parent and work together to support the child towards positive behaviour. This may include seeking advice from other professionals.

Golden rules are positive rules that tell children what they should do, not rules such as "don't do this" or "you shouldn't do that". Please help your child by talking about some **Golden Rules** and reinforcing them at home:

To keep us safe and have fun in the nursery:

- *We are kind, gentle and polite*
- *We take turns and share with others*
- *We play safely*
- *We listen to people*
- *We look after the nursery*
- *We tell the truth*
- *We do our best to learn*



General Information



Address:

Langa Street Nursery School
83 Langa Street
Glasgow
G20 OSQ

Telephone No: 0141 946 3721

E-mail: headteacher@LangaStreet-Nursery.glasgow.sch.uk

Care Inspectorate Registration Number: CS2003015979

Hours of opening	8.00 am – 5.45 pm
Sessions	8.00 – 12.45pm or 1.00 - 5.45pm F/T 8.00 - 5.45pm
Lunch	11.45 – 12.20pm (morning children) 12.30 – 1.05pm (whole day children) 11.30 – 12.05pm (sunflower room) 4.20pm (High-tea for afternoon/late children)
Stages Covered	2-3 years and 3-5 years
Capacity	Morning: Rainbow Room – 40 children Sunflower Room - 15 children Afternoon: Rainbow Room – 40 children Sunflower Room – 15 children

Staff Information:

Head of Nursery	Steve Rivers
Child Development Team Leader	Emma Kerr
Child Development Officers	Christine Brand
	Lynsey Burnside (part time)
	Michelle Bamford (part time)
	Sandra Smyth (part time)
	Senga Laurie
	Suzanne Wylie (part time)
	Amy Graham
	Natalie Jolly
	Michelle Dunsmore
	Michelle Gilday
	Alicia Mackinnon
Lead Practitioner for Attainment	Lauren Burnett
Modern Apprentice (Trainee)	Keri McGinley
Support for Learning Worker	May Sutton
	Kathleen Graham
	Sarah Hart
Clerical Assistant	Anne Wilson
	Caitlin Adams
Janitor/Cleaner	Sharon Miller
Kitchen Attendant	Catherine McHugh
	Cristina Kosmidis
Cleaner/s	Julie McClintock
	Liz Brand



Our Nursery Year

Holiday and term dates and nursery closed dates for 2021-22

<u>Term time only children</u>	All are dates that we are closed apart from dates in green which are return dates	<u>Whole year children</u>
Monday 16 th August 2021	Start of session Date for Children	Monday 16 th August 2021
Friday 24 and Monday 27 September 2021	September Weekend	Friday 24 and Monday 27 September 2021
Friday 8 October 2021	Staff Training "In service day"	Friday 8 October 2021
Monday 11 to Friday 15 October 2021 (inclusive)	October Week	N/A – Nursery open
Thursday 23 December 2021 to Tuesday 4 January 2022 (inclusive)	Christmas/New Year	Monday 27 th December to Tuesday 4 January inclusive
Wednesday 5 January 2022	Term Starts for all children	Wednesday 5 January 2022
Friday 7 February 2020	Staff Training "In service day"	Friday 7 February 2020
Monday 14 and Tuesday 15 February 2022	February Break	N/A – Nursery open
Wednesday 16 February 2022	Staff Training "In service day"	Wednesday 16 February 2022
Monday 4 to Thursday 14 April 2022 (inclusive)	Spring Holiday	N/A – Nursery open
Friday 15 April and Monday 18 April 2022	Easter weekend	Friday 15 April and Monday 18 April 2022
Monday 2 May 2022	May Day	Monday 2 May 2022
Thursday 5 May 2022	Staff Training "In service day"	Thursday 5 May 2022
Friday 27 May and Thursday 2 June and Friday 3 June 2022	May Weekend days and Queen's jubilee	Friday 27 May and Thursday 2 June and Friday 3 June 2022
Monday 27 June to Wednesday 10 August 2022 (inclusive)	Summer holidays	N/A – Nursery open
Monday 18 July 2022	Glasgow Fair day	Monday 18 July 2022
Monday 15 and Tuesday 16 August 2022	Staff Training "In service day"	Monday 15 and Tuesday 16 August 2022
Wednesday 17 August 2022	Return date for children	Wednesday 17 August 2022

Child Welfare and Safety

Please note : The use of mobile phones where children are visible is not permitted in Glasgow City Council establishments, including the garden/entrance.

Child Protection Policy

***The Child Protection co-ordinator in our Nursery is Steve Rivers Head of Nursery
In his absence please report to Emma Kerr, Team Leader.***

All adults employed in Langa Street Nursery School adhere to Glasgow City Council Education Services Policy as drawn up in Management Circular 57:

Management Circular No 57 - Appendix 9

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 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 nursery. Schools, 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 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 of establishment. The head, or the person deputising for the head, 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 area office of the circumstances.

Child Protection procedures will involve us contacting you if your child has an unexplained absence. If we are unable to contact you, and have concern, we may need to contact Social Work.



Getting It Right For Every Child – GIRFEC

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.

We believe they should be:

Safe...protected from abuse, neglect or harm

Healthy...experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices

Achieving...receiving support and guidance in their learning – boosting their skills, confidence and self-esteem

Nurtured...having a nurturing and stimulating place to live and grow

Active...having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future

Respected...to be given a voice and involved in the decisions that affect their wellbeing

Responsible...taking an active role within their schools and communities

Included...getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

The Getting it right for every child approach ensures that anyone providing that support puts the child or young person – and their family – at the centre.

Accessibility Strategy

The nursery has a duty to ensure that 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 playroom 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.

Physical Access:

Langa Street Nursery School is a single storey building with easy access to all parts and complies with the Accessibility Strategy published in 2004. There are ramped entrances, wide doorways and no requirement for a lift. A short flight of stairs links the main corridor to the Sunflower Room and Gym. This stairway has been fitted with a handrail. There is an accessible toilet suitable for wheelchair access.

Communication:

Your child's best progress requires us all working together. Please let us know of any changes in circumstances at home that may be affecting your child. We can provide an interpreter for parents' meetings and meetings with other specialists, for example with the Educational Psychologist. We have a Communications folder with translations in various home languages to support routine messages between parents and staff.

Curriculum:

Our learning experiences start from the needs and interests of the children. We adapt our teaching methods and approaches to individual requirements. Personalised learning plans are in place for children with Additional Support Needs. Any child may need extra support in his/her learning at some point. This may be a short-term need, for example if the child has experienced bereavement, or the child may have long-term learning difficulties. Early identification of children's Additional Support Needs is a very important part of our work. Careful observations are made of the children's learning and these are discussed as a team. Plans for additional support are prepared in partnership with parents and any visiting specialists, and often involve the creation of a Wellbeing Assessment and Plan. Our Support for Learning Worker plays an important role in implementing these plans with individual children. A group of local Education professionals form a Staged Intervention and Inclusion Meeting and it is possible for individual children to have their needs and supports discussed at these meetings, with parental consent.

Register of Applicants

Application forms are available from the office or on-line from GFIS . A child's name may be registered after his/her first birthday for our Sunflower-2-3 Room and after his/her second birthday for the Rainbows-3-5 Room. We will keep a register of all applicants and this will be used to allocate places in the nursery. Please note that the length of time a child's name has been on the register will only affect the child's priority for admission if all other factors are equal. Parents can ask to see their application form at any time. If circumstances change which affect the application, you should speak to the Head of Nursery

Admissions Policy

Admissions Panel meetings are held termly. All nursery places are allocated in line with Glasgow City Council's Admissions policy. A leaflet explaining this policy is on display and copies are available from the office. You can also visit GFIS website www.gfis.org.uk for further information on admission to early years establishments in Glasgow.

Enrolment Procedures

We will notify you as soon as a suitable place becomes available for your child by phone and/or letter. We will then agree a starting date and settling-in arrangements. Just prior to the starting date, you will receive an enrolment phone call by arrangement, where we will complete an All About Me book about your child and talk through various aspects of starting nursery and answer any questions you may have. If you wish to change your child's nursery days/times/sessions, you need to request this in writing. We can only change subject to agreement and availability and we require 4 weeks' notice.

Charges

From the day after their third birthday, children are eligible for 1140 hours per year funded by the Scottish Government. Some 2 year olds are also eligible for a free nursery place. Charges are applicable for parents who wish to extend these hours or to start their child at nursery before he/she is eligible for funding, or for additional hours. The fees from August 2021 are £4.00 per hour (age 3-5) standard rate or £1.00 per hour for families on low income. Discounts are available if more than one child attends. Charges for families who live out with Glasgow are £5.00 per hour (age 3-5). You will be asked to provide evidence of income and your Council Tax statement. A free hot lunch is provided for children who remain for the extended day, as well as snacks. All charges are subject to annual review.

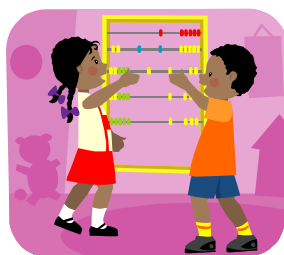
If you wish to reduce or otherwise change your child's nursery days/times/sessions, affecting their charged hours, you need to request this in writing. We can only increase hours subject to agreement and availability and we require 4 weeks' notice. The offer of a nursery place is a valuable support for children's development and for families. Glasgow City Council may withdraw a child's nursery place if attendance is not maintained.

Settling In

We want your child's experience of Langa Street Nursery to be a happy one. It is important that each child feels secure in a caring environment. The move from home to nursery can be difficult for many children. There are new people to meet, new routines to learn and unfamiliar spaces for the children to find their way around.

When your child starts nursery we ask that you stay at nursery until you and the staff feel confident that your child is ready to be left. Due to some restrictions around the COVID-19 pandemic, this may need to be outdoors, and nursery staff will advise you of this at the time. Each child is different and the amount of time for your child to settle will depend on a number of factors, including how confident he/she is; whether they are used to being away from you and how easily they make friends. Initially you will be asked to remain in the area outside (or playroom) with your child, until he/she begins to build a bond with the staff. Once this is established, we will ask you to wait in another part of the nursery for a while, or to be very close by to nursery. It is important to let your child know where you are going and to reassure them that you will come back. When they feel your child is ready, our staff will advise you when you can begin leaving your child. The first parting is usually around an hour, followed by a gradual increase in time until your child is fully settled. Our staff are very experienced in settling children and will work closely with you to plan the best way forward for your child.

Please do not bring older children into the playroom when settling your child, as they can have an unsettling effect on your child and the other children. If you have children settling in different rooms, we will give you different start days and times so that you can support each one in turn.



Arrival and collection of children

A responsible adult should bring and collect your child each day. **Please sign your child in and out** of nursery on the daily register.

At present we are still unable to have parents within the nursery building due to the COVID-19 pandemic. We know that this can make daily communication more difficult, especially at busy outdoors pickup and drop-off times. If you wish to arrange an individual discussion about something, please phone to arrange this. (Alternatively, it may be that we can have a discussion by phone or video call. We will arrange several opportunities for parent discussion over the year so please attend these appointments when we make them.)

Please bring your child to the door on arrival where they will be welcomed by a member of our staff team. We hope to soon be back to a situation where you are regularly welcome to spend time with your child in the playroom and to take an interest in the activities going on. Staff are always happy to talk about your child's day and let you know how they are doing. You are welcome to stay for a chat at the start of the session or to arrive a bit earlier at home time. A meeting can be arranged if you wish to discuss anything in more detail.

If you have children in two different playrooms, please drop off your older child first as our younger children can sometimes take a bit longer to feel settled on arrival. At home time, please collect your younger child first.

It is important that you collect your child on time as he/she will be waiting for you. If you are going to be late for any reason, please telephone to let us know, so that we can reassure your child and make arrangements for him/her.

We will ask for a **list of people who will be allowed to collect your child**. **Please tell us immediately** if you are making any changes to this arrangement. Parents should tell us a **password** to be used by collectors.

We will not give your child to any person under the influence of alcohol or drugs; nor will we give your child to anyone under 16 years old unless we agree to this and have your written permission. We will contact you to make other arrangements for collection of your child if we have any concerns. We will follow Child Protection procedures when necessary (please see page 9).

Parents Room

In the near future we hope to be able to welcome parents into the nursery to observe or to work with the children. When your child is settling, we may ask you to wait in another part of the nursery or nearby for some of the time. We have a bright and attractive Parents' Room, with tea and coffee facilities, where you can relax and meet other parents, once restrictions allow. There is also a seating area outside the Sunflower Room. An interesting and varied programme of events for parents runs throughout the year.

Suitable Clothing for Play

Some forms of clothing are not best suited for nursery, and we politely request that you avoid clothes such as:

- 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 jewellery or loose fitting clothing

Under Care Inspectorate regulations, children should change into **indoor shoes** for health and safety reasons. We suggest gym shoes or soft trainers with Velcro fastenings, so that they can take them on and off themselves for gym and outdoor play. These can be left each day, if you wish. Please label them with your child's name and they can be placed them **inside your child's named shoe bag** so that they don't get lost.

Please dress your child in comfortable, **washable clothes with easy fastenings** for going to the toilet. A sweatshirt with a T-shirt under is a good idea and joggy bottoms are easy for your child when using the toilet. Children will wear aprons or outdoor suits for messy activities but please do not bring them in their good clothes, as they may still get messy. Children need to be free to concentrate on learning without worrying about their clothes. Children should not wear their "best" clothing to nursery each day (except for parties and celebrations!).

From time to time children may have little accidents which require them to have a change of clothes, for example at water play. The nursery has a stock of spare clothes, but it is helpful if you can provide a change of clothes including spare underwear for your child. These can be stored in a bag and hung on his/her peg. **If your child wears nappies, please provide spare nappies and wipes.**

Please make sure that your child has **suitable outdoor clothing**, including a jacket and appropriate footwear. Open-toed sandals will not protect your child's feet in the outdoor area. The nursery has some wellingtons and sun hats for outdoor play, but it is a good idea to bring your child's own according to the weather, as the children play outside all year round as part of their learning. **Children will be able to play outdoors throughout the year and in almost all weathers. This has big health benefits to children and we will not keep children indoors if they are asking to go outside.**

Please write your child's name on shoes, jumpers etc. so that we can easily match belongings to the right children.

Parents/Carers are asked to ensure that **valuable items and unnecessarily expensive items of clothing are not brought to nursery.** 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.

Excursions and consent forms

You will be asked to fill in a general consent form for outings in the local area. If visits further away are planned, we will tell you in advance and ask you to complete a consent form giving your permission for your child's participation. We will not take a child out without these permission forms.

Photographs/Videos

Photographic and/or video recordings are made for educational purposes. Please let the Head of Nursery or Team Leader know if you have any objections to this. A school photographer visits every year and parents may choose whether they wish to buy copies of the photos.

On occasion, children in the nursery may feature in publicity material such as the local newspaper or educational publications. You will be asked to fill in a permission slip when your child starts nursery. The nursery Twitter and Facebook pages and website may carry pictures of children during their play only if you have given permission for this.

Emergency closure arrangements

We make every effort to maintain a full educational service, but on some occasions circumstances arise which may cause the nursery to be closed. Schools and nurseries may be affected by, for example, severe weather; temporary interruption of transport; power failures or difficulties of fuel supply. If this happens we will do all we can to let you know the details of closure and re-opening. We will keep you informed. This may be by using letters; telephone; text messages; notices in local shops or community centres; announcements in local places of worship; announcements in the press or local radio; or on Glasgow City Council's webpage: www.glasgow.gov.uk

Emergency contacts

Please provide the nursery with the name, address and telephone number of at least one contact person that we can use in case of emergencies. **It is very important that we always have correct contact details – please immediately update us with any changes to your own or emergency contact's details.**

No Smoking Policy

The nursery has a no smoking policy for the health of the children and all users. **Please put out all cigarettes before entering the nursery gates.**



Meals

A healthy lunch will be provided if your child attends for the morning session or the full day. Afternoon session children will receive a “high tea” which is small, healthy, appropriate meal, at around 4.15pm. We will discuss with you any special dietary requirements your child may have.

Snacks and promotion of healthy eating

We encourage children to develop healthy eating habits throughout their time at nursery. Their daily snack in nursery will include milk or water, with a variety of fruit and other healthy snacks. Please do not allow your child to bring any food into the nursery or the cloakroom as this can cause upset and can be dangerous for children with allergies. Children are not allowed to eat chewing gum in nursery for safety reasons, as they can easily choke during activities.

During baking/cooking activities children will prepare foods which may be eaten in nursery or taken home. At parties and special celebrations there may be a variation from the standard menu, but the emphasis at all times is on healthy eating. **When your child has a birthday**, we will celebrate their special day with a small party. They will receive a small gift and card and there will be a special snack. Please do not bring birthday cakes into Nursery as there could be children with allergies.

We have lots of experience supporting healthy eating and are happy to offer advice and support to parents. It generally helps not to offer children sweet treats or “takeaway” type foods just before or after nursery as this makes it less likely that children will eat the healthy foods at nursery too.

Please tell us if there are any foods that you do not wish your child to eat.



Toy and celebration Fund

We ask parents to contribute to our nursery “toy fund” - £2 per week. This contributes to a range of activities that couldn't provide otherwise – leavers gift bags, parties, special snack items, outings and experiences and additional resources, baking items and spending money for local shops and supermarkets to promote healthy eating talking about foods. We know that some families are under financial strain, therefore if this £2 per week proves difficult to pay, please let us know as we would like to support you.

Medical and Health Care

Medication

Prescribed drugs can be administered in nursery, where necessary, at the discretion of the Head of Nursery and with the agreement of the staff. If your child needs medication while in nursery, please discuss requirements with the Team Leader/Head of Nursery who will ask you to fill in the necessary forms. Please be aware that you will need to allow some time for the forms to be filled in and signed, and no medicine will be given without this.

- **Medicines must have the pharmacy label on with your child's name and date of birth**
- **If your child suffers from asthma, please tell us of any circumstances that are likely to cause attacks. Please provide an inhaler which can be left in the nursery at all times.**
- **If your child suffers from epilepsy or other conditions which may result in emergencies, you must tell us what emergency treatment will be needed. We will seek medical advice and additional training as required.**

Child Illness

Please be assured that we follow national guidance to protect the health of all the children in our care. **If your child is ill, he/she must not attend nursery. If your child has had symptoms of vomiting or diarrhoea (or both), it is essential that they do not attend nursery until 48 hours after the symptoms have stopped.** If you're not sure, please phone us before you bring your child to the nursery. **If your child is going to be absent you should contact the nursery to let us know.**

Please let us know if your child is suffering from any infectious diseases, as these can have serious implications for other children, parents and staff. We will display information on the notice board, but your child will not be identified. Please be aware of the latest guidance on symptoms that mean a child should definitely not attend due to being infectious. This includes:

- Cough or temperature (in relation to COVID-19) – isolate at home and get tested
- Any rash or other symptom – please consult your GP

If your child becomes ill while at nursery we will try to make him/her comfortable while we contact you or the emergency contact person. In the case of some infections (e.g. COVID-19) this may require them to be supported in a suitable space away from other children. In the event of a serious emergency your child may be taken to hospital.



Minor accidents or upsets

Nursery staff, following our first aid procedures and Promoting Positive Behaviour policy, will deal with these sympathetically. Parents will be contacted if necessary. You will be informed of any minor accidents/incidents and asked to sign a form. Children will be supported by a qualified first aider.

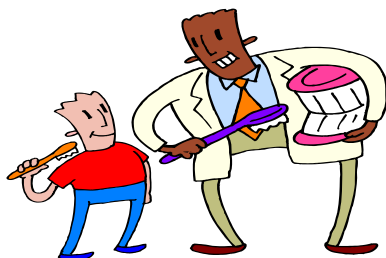
Please keep us informed of any upsets or minor accidents at home so that we can be prepared to offer your child appropriate support when necessary.

Visits to the nursery by medical staff

We work closely with the Oral Health Team who may visit the nursery to offer advice to staff, children and parents on health matters. Dental and visual screening is provided for children by appropriate health professionals, and relevant permission forms will be provided before-hand.

Health Therapy teams (e.g. Speech and Language, Physiotherapist, Occupational Therapist) will sometimes work with children in the nursery after appropriate referral procedures and arrangements with parents.

Local Health Visitors work closely with all local nurseries and a representative sits on our Admissions Panel.



The Nursery Curriculum

In line with all other educational establishments throughout Scotland, Early Years centres implement Curriculum for Excellence. This has been designed to help children build the skills, knowledge and attitudes which will help them in a fast-changing world. Some of these are listed below:

Purpose of the Curriculum 3-18 – to enable all young people to become:

<p>Successful Learners with:</p> <ul style="list-style-type: none"> • Enthusiasm and motivation for learning • Determination to reach high standards of achievement • Openness to new thinking and ideas <p>and able to:</p> <ul style="list-style-type: none"> • Use literacy; communication and numeracy skills • Think creatively and independently • Learn independently and as part of a group • Make reasoned evaluations • Link and apply different kinds of learning in new situations 	<p>Confident Individuals with:</p> <ul style="list-style-type: none"> • Self-respect • A sense of physical, mental and emotional well-being • Secure values and beliefs • ambition <p>and able to:</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self-aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and make informed decisions • achieve success in different areas of activity
<p>Responsible Citizens with:</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Effective Contributors with:</p> <p>an enterprising attitude</p> <ul style="list-style-type: none"> • resilience • self-reliance <p>and able to:</p> <ul style="list-style-type: none"> • communicate in different ways and in different settings • work in partnership and in teams • take the initiative and lead • apply critical thinking in new contexts • create and develop • solve problems

We also follow the *Pre-Birth to Three* curriculum guidelines, which focus on

- Relationships
- Responsive Care
- Respect
- Rights of the Child

The national guidance document *Realising the Ambition* gives detail about the play based pedagogy that we use in nursery and detail of what makes for high quality nursery settings.

How we promote learning

We promote learning by:

- Effectively supporting children's wellbeing through routines, healthy lifestyles and positive support for their emotions
- Getting to know the children; observing their needs and interests.
- Planning and organising a well-balanced programme to meet the children's needs and following their own interests and motivations
- Careful assessment and recording of the children's progress
- Regular monitoring and adjusting of our provision to aid children's learning
- Regularly sharing learning with parents to enable learning at home to develop alongside learning at nursery

When your child starts nursery, you will be asked to help complete an ***All About Me booklet***. This will be the starting point for your child's learning journey in the nursery. We will also observe the children as they settle, in order to find out more about them. We will plan interesting and varied experiences, to build on the learning that you have started at home and help children develop the skills and attitudes that they will need in life.

Children learn through play and all the experiences in the playrooms are planned to help them develop a variety of skills using relevant, real-life contexts. We take into account the children's needs and interests to plan a balanced programme of challenging and enjoyable learning experiences.

Please participate in any home activities that we send home (such as rhyme of the month) as much as you can.

Children benefit from some challenge and risk in their play, and this is accepted by the Care Inspectorate, Health and Safety Executive and with the Play Strategy for Scotland. Some play activities carry some risk, and this is assessed by staff where there is a benefit to children. Some activities such as cooking on the fire, climbing and balancing and using the work/tool bench have a risk of children having minor bumps and grazes. All activities are assessed to reduce this risk. Please be aware though that these activities are part of our curriculum and will be offered to children.

Working Together to Support Learning

Research shows that children learn most effectively when staff and parents work together and share the same aims for the children.

We will liaise with parents from the time of enrolment to learn about your child and family, so we can plan for his/her needs. We will also do our best to help you to understand what your child is learning in nursery and will share suggestions of how you can support this at home.

We are always keen for parents to share ideas and information about children's learning. We particularly want to learn about what your child is interested in, any questions they are asking at home and any successes they have outside nursery. Information you share will be included and celebrated in your child's learning journey folder. Parents are encouraged to regularly look at their own child's folder and are invited to contribute to this. Please talk to the staff about any suggestions or concerns that you may have about the learning opportunities for your child.

Details of our recent and planned learning will be shared with parents, using newsletters, Twitter and Facebook, with ideas for supporting your child's learning at home. Forms are available for parents to share what you have done with your child and what you noticed about his/her learning.

Additional Support for Learning

We aim to give all of the children the opportunity to progress and develop their skills within the nursery. We believe that all children learn in different ways and may experience a variety of additional support needs at different times in their education. For some children, the support they require will be of a long-term nature, whereas for others it may only be temporary. All staff support the children, however our key worker system ensures that named staff have a very good knowledge of individual children and can plan effectively to meet their needs.

Parents who have any concerns about their child's development should discuss this with their child's key worker or the Head of Nursery. If the nursery staff identify any areas where a child would benefit from additional support, then we will discuss this with you and together decide on the best course of action to help him/her. This could include working with our Support for Learning Worker; seeking support from other agencies e.g. Speech Therapy or consultation with our Psychological Services. For some children more time in the Sunflower Room may be beneficial to their learning and development.

If a parent is unhappy with the support their child is getting, they must first discuss with the nursery in order to seek a resolution.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website:

www.glasgow.gov.uk/index.aspx?articleid=8627

Other organisations which provide advice, further information and support to parents of children with Additional Support Needs include:

Children in Scotland: Working for Children and their Families, trading as "Enquire – The Scottish advice and information service for additional support for learning." This is a charitable body, registered in Scotland under registration number SCO03527.

Parent Club - <https://www.parentclub.scot/topics/health>

Scottish Independent Advocacy Alliance – a charitable body registered in Scotland under registration number SCO33576

Scottish Child Law Centre – a charitable body registered in Scotland under registration number SCO12741

Improvement Plan

Achievements

Some of our past successes include:

- Graded as very good in all areas by Care Inspectorate (April 2021)
- Eco Green Flag

Our priorities for 2020-21 are:

Priority 1 – Developing our vision, aims and pedagogy

We will develop a clear ethos around play-based learning and a positive and empowering vision of children that leads to a rich and nurturing learning environment.

Priority 2 – The Curriculum – Health and Wellbeing

We will provide a curriculum for children and families and staff that promotes physical and mental health and puts in place healthy habits for future life

Priority 3 – Inclusion

We will improve targeted support for those children that need it, including methods of personalised assessment, planning, tracking and ensuring progress.

School Policies and Practical Information

Parents, staff and partners help to review our policies, which are kept in the Policies Folder in the Head of Nursery's office. Please ask if you would like to see this or have a copy of any of our policies.

A list of local authority policies, including information on inclement weather arrangements, emergency plans, health checks, discipline, school meals, information about school uniform and applying for funding etc. is available on the Glasgow City Council website:

<http://www.glasgow.gov.uk/index.aspx?articleid=8597> (Education and Learning)

<http://www.glasgow.gov.uk/index.aspx?articleid=9175> (Policies and Guidelines)

Learning in the Sunflower Room for 2-3 year olds

Our Sunflower Room is bright, attractive and promotes children's learning through their senses and through rich language and real life experiences. It includes a wide range of resources and experiences to help your child learn. The children benefit from close relationships with staff and small groups of friends. There are opportunities for children to rest. There is also direct access to the garden, where the children spend much of the day. The children also benefit from opportunities to play in the gym/lunch hall, supported by our caring and responsive staff.

Our curriculum is thoughtfully designed to support children's progress, independence and wellbeing. Please be aware that children's learning at this age comes mostly through good quality play experiences.

We follow the national *Pre-birth to Three* guidelines and plan learning experiences to help develop children's:

- Emotional wellbeing and social competence
- Communication
- Curiosity
- Movement and co-ordination

We adhere to the 9 features of the key principles in practice:

- Role of staff – Our staff have a vital and rewarding role in promoting the four key principles. They get to know individual children well and tune into their needs.
- Transitions –We support children when they start nursery and when it is time to move on to the next stage in their development and learning.
- Partnership working – we build strong and effective partnerships with parents and other agencies, to ensure the health and wellbeing of each child.
- Literacy and numeracy are fundamental for children to function effectively and to contribute to society. We provide daily learning experiences to build these skills through singing, stories, early mark making, encouraging children to talk about their own experiences, playing counting/sorting/matching games and number rhymes.
- Play – children develop skills and understanding as they investigate and problem solve. They learn to co-operate, share and work in small groups.
- Attachments – responsive and caring adults are essential for young children to develop and thrive. Our key worker system helps children to form close bonds with staff.
- Observation, assessment and planning – staff pay close attention to the children's learning in order to provide a focused and individualised approach. Plans start from what the children can do, and provide additional support and challenge to extend their learning.
- Health and Wellbeing – all children have the right to experience a healthy start in life. Our programme is carefully balanced to meet their physical and mental health needs.
- Environments – our indoor and outdoor spaces are organised to help children to learn through their senses, using an interesting selection of natural and man-made materials



Learning in the Rainbow Room for 3-5 year olds

Our curriculum is thoughtfully designed to support children's progress, independence and wellbeing. Please be aware that children's learning at this age comes mostly through good quality play experiences.

Through play and planned learning experiences, we aim to help children develop as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. We plan for the 8 areas of Curriculum for Excellence, to help children to:

Health and Wellbeing

- feel good about themselves
- learn about what our bodies need to stay fit and healthy
- find out about the importance of exercise, food, hygiene and sleep
- make friendships and build bonds with caring adults
- learn to cope with change in their lives
- know how to get help if they need it

Literacy and English

- develop talking, listening and understanding of language
- have fun with the rhythm of different words and sounds
- develop early reading skills using books and other print, including on screen
- make up their own stories, retell favourite stories and rhymes
- use books or the internet with an adult to find information
- develop early writing skills using a variety of ideas and tools

Numeracy and Mathematics

- develop an understanding of numbers and counting skills
- develop thinking and problem-solving skills
- investigate shapes, make and follow patterns
- learn about money and how it is used
- investigate measuring with everyday objects
- ask questions to gather information
- find out about different ways to measure and record time

Expressive Arts

- experiment with different materials
- design and make their own models and pictures
- learn about some artists and the different ways they work
- experience performances by visiting artists
- take part in their own performances and show their work
- explore ways of moving in dance and creative movement
- enjoy singing, responding to and making music
- explore ideas in a range of drama, role play and imaginative play situations



Sciences

- develop an interest in investigating the world around them
- find out about simple forces
- develop understanding of their body and how it works
- observe living things and understand their place in the world
- learn about the uses of science in everyday life.

Social Studies

- explore how people lived in the past
- explore the world of nature and care for the environment
- explore places and features of their local area
- try a variety of foods and discover where they come from
- investigate the weather and the seasons
- find out about different shops, services and people who help us
- learn to make choices and decisions about their work and play

Religious and Moral Education

- learn about some beliefs and practices of various world religions
- find out why celebrations and festivals are important parts of life
- develop respect for other people and cultures
- learn to care for each other and to share
- begin to develop an understanding of what is fair and unfair

Technologies

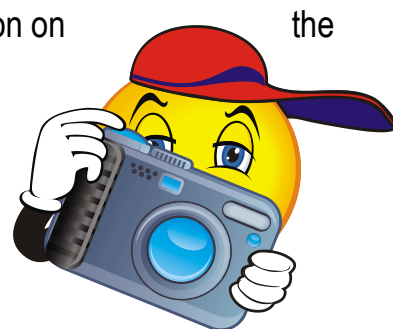
- play with and explore some technologies
- find out how these are used to help people's lives
- design and make their own models
- find out about different materials
- reduce, re-use and recycle to help to care for the environment
- work with a range of tools, materials and software

We plan for children's learning using a themed approach, based on children's interests. In addition, children learn through daily investigations in our sand, water, art, computer, construction and outdoor areas.

The following national websites are excellent sources of information on curriculum:

www.educationscotland.gov.uk/parentzone/index.asp

<http://www.educationscotland.gov.uk/earlyyears/>



Assessment

Our assessment is a continuous process which is carried out by observing, listening and talking to your child during everyday activities. Information gathered in the Sunflower Room is passed on to staff to continue and build on in our 3-5 Rooms.

Staff regularly monitor and record children's progress and development in each area of the curriculum. Each child has their own learning journal. This is a folder including photographs of the child participating in various learning experiences; comments from the child which have been written down by adults; samples of the child's mark making/drawings and notes from our observations. Staff regularly review the journals with the children, who play an important part in selecting which samples of their learning will be included. Parents are encouraged to view their own child's journal any time they wish and to share this with their child. Please speak to your child's key worker to request this.

You will be invited to share in the assessment of your child's learning through informal chats; and by completing **Home Link sheets** to comment on your child's learning and development outside nursery. These will be added to your child's learning journal.

We will organise parents' meetings when you can exchange information with staff about your child's development. Parents are also welcome to discuss their child's progress on an informal basis with staff throughout the year, or to request a meeting with the Key Worker and/or Head of Nursery.

Nursery/Primary Transition

The assessment information which is recorded throughout your child's time at nursery will be used to prepare the Transition Record when your child is moving on to school. Parents are invited to comment on the Transition Record and your child's views will also be included. You will receive one copy and another copy will be sent to your child's primary school.

At the end of their time in nursery, your child will receive some items from their Learning Journey folder. Other examples may be passed on to their receiving school as evidence of their learning.

We work closely with local primary schools, to help children to make the move on to primary as smooth as possible. Staff and children from our link schools visit the nursery and the nursery children have opportunities to visit the primary schools, to participate in shared learning. Children, parents and staff are invited to concerts and other events in the schools. Meetings are arranged to share information and plan for children who have Additional Support Needs. Children due to start school in August should be registered for a place at school in November. Information on school enrolment is displayed in the nursery.



Parental Participation Strategy - Working in partnership with you

We aim to develop a good working relationship with parents so that staff and parents can support each other in the very important task of educating and preparing children for life. We value your experience as the main educators in your children's early years and hope that you will continue to play a major role in your child's learning when he/she starts nursery.

We celebrate children's achievements at nursery and at home including through our Star of the Week. Please tell us when your child achieves something at home and we would love you to send us a photo (these can be emailed to headteacher@langastreet-nursery.glasgow.sch.uk)

We communicate through emails, text messages, newsletters and social media (Facebook and Twitter). Please read information that we send out.

Parents are always welcome in the nursery, COVID guidelines permitting, to observe their child or to work with the children. There are many areas of the nursery where parents can help develop the children's learning, for example at the computer; reading stories; art; helping with outings or parties. Please tell us if you have a skill to share or would like to help on a regular or occasional basis.

You are invited to join our **Parents' Group**. As well as informal chats over a cup of tea, the group helps to share ideas, to give feedback on the work of the nursery and assists us to plan for future developments. Please speak to one of the staff if you are interested. Information about the group will be on the notice board and in our newsletters.

Information is displayed in the Parents' Room and reception areas about various services in the area which may be of interest. A folder of helpful information and a selection of books on a range of issues are available to browse in the **Parents' Room**. Please do not remove these from the area, as other parents need access to them. You can ask for a copy of any leaflets.

Information about the community is displayed on the **Community notice board**. If there is specific information you would like to know, please ask. If we do not know we might be able to find out for you. Other parents are also great source of information.

In Langa Street Nursery children, parents and members of the community are involved in a number of ways:

Parents and Carers:

- Parents are welcome to visit the nursery with their child before he/she starts nursery.
- Parents and carers play an active role in settling in new children. Procedures are in place for a flexible, adaptable approach to meet individual needs.
- Transition within the nursery is supported by meetings between parents/carers and both key workers.

- Parents of children moving between rooms may accompany their child on visits to the new playroom.
- Regular and up to date information is provided in a variety of formats, including written and face to face.
- Parents share information about their child to help staff to plan to meet their individual needs.
- Parents are encouraged to view their children's learning folders regularly and to share information about their learning and development.
- Parents' comments and suggestions help to shape our policies and practice.
- Daily contact helps to build positive relationships between children, parents and staff.
- Parent Workshops are held to share information about the curriculum and various other themes to support families. Parents have the opportunity to visit the playrooms and discuss with staff how learning is supported at all stages.
- Parents of children with Additional Support Needs play an active role in review meetings. They are included in any training we arrange relevant to their child's needs.
- Information is provided on a wide variety of topics relating to child development and parents' role in this.
- Information and displays are provided on a range of health issues.
- We organise representatives from various partnerships to set up displays and speak with parents e.g. Oral Health; Benefits Advice or Support for Employment.
- Parents accompany children on visits within the local and wider community.
- All Parents are invited to participate in the Parents' Group and Eco Committee.
- We have welcoming areas where parents can relax within the nursery.
- Parents are consulted as part of the process of self-evaluation of the nursery.

Members of the Community:

- We work closely with Cadder Housing as part of a local stakeholders group.
- Members of the community are invited to nursery events.
- Pupils from local high schools participate in a Work Experience programme within the centre. They also plan games for the children in nursery.
- Representatives from the nursery attend local forums with health partners and other nurseries.
- Children from the nursery visit local schools and work closely with school children on joint projects in the nursery.
- Members of the community are invited to participate in the Eco Committee.

The Wider Community

We are a member of the John Paul Learning Community and meet regularly with representatives from schools within the area to promote continuing improvements in the children's education.

We liaise with:

- Social Work
- Health Services
- Other local nurseries
- Local schools
- Community Groups
- Libraries and Museums

The children enjoy outings to local parks and museums as part of their learning. Workshops are also arranged within the nursery, led by visiting specialists such as Drama, Dance and Football coaches.

We also involve children in our local community, both in walks and nature visits but also using shops and other amenities. You are asked on the enrolment form whether you give permission for your child to go on local outings – please support this. If we wish to go on a “trip” further afield, for a longer time, we would issue a specific permission form and may often ask for parent helpers.

Links with Primary Schools

The majority of the children from the nursery will move onto Cadder, St. Mary’s or St Blane’s Primary Schools. Nursery staff will liaise with these and other local schools to exchange ideas and information, to arrange visits and to co-operate in pre-entrant programmes that will help to ensure a smooth transition for children starting school.

We also send information and will host visits from staff in other schools to which we send a few children.

A copy of each child’s Transition Record will be sent to their receiving school and the Head of Nursery is always pleased to discuss the information with these schools.

Equal Opportunities and Social Inclusion

At Langa Street Nursery School we believe that everyone has an important contribution to make to our nursery and that their efforts should be treated with respect. Everyone who is part of our nursery should feel that they are fairly treated and equally valued. Bias, segregation, stereotyping or discrimination are completely unacceptable to all at Langa Street Nursery. All staff are responsible for ensuring that this policy is carried out through every aspect of nursery life. We are very proud of our nursery’s rich cultural diversity, with children and parents/carers from many different religions and cultural backgrounds. We aim to celebrate all the religious festivals that are important to our families. We may not always know about all of them though – please let us so we know about the important events for your family (e.g. Chinese New Year, Diwali, Eid).

Dealing with Racial Harassment

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of her/his 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 had the right to be happy and secure at nursery.



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 Schools and Nurseries).

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.

Within Langa Street Nursery, we promote positive behaviour. We aim to build children's confidence and self-esteem, while encouraging them to respect and consider the needs of others. Children are encouraged to speak to a staff member if they are experiencing any minor upsets or difficulties. We also aim to build their confidence so that they are able to say firmly "Don't do that. I don't like it." Developing self-confidence helps children to stop becoming victims and teaches them to have control over their own lives and to not to give someone else that control.

Staff deal calmly but firmly with any unwanted behaviours and are consistent in their approaches. They try to establish the reasons for the behaviour and seek to help the children to reach a reasonable solution. Parents are kept informed of any minor upsets

Community Addresses and Contacts

Maureen McKenna
Executive Director of Education
Glasgow City Council
City Chambers East
40 John Street
Glasgow
G 1 1JL

Tel: 0141 287 2000

Suggestions and Complaints

We are always keen to maintain and improve our service and will do our best to make sure you remain satisfied with our practice.

We welcome suggestions through daily discussion; comments slips on our newsletters and through the Suggestions Box in Reception. Any person who has any concerns or complaints about any aspects of the nursery service should talk to the Head of Nursery or the Team Leader, who will do their best to explain / deal with the situation promptly. This would include an apology if something has clearly gone wrong and immediate action to resolve the problem. We follow Glasgow City Council's Complaints Procedure and log all complaints. You will be kept informed of the outcome of any investigation. If you are not satisfied with the response, please return to the Head of Nursery and explain your worries.

If you are not satisfied, you may contact our Customer Care Team who will:

- take a neutral stance in fully investigating your complaint
- give a decision within five working days, unless there are exceptional circumstances
- explain and tell you what you can do next if your complaint is complex and requires a detailed investigation, or cannot be resolved at this stage

The Customer Service Unit can be contacted by phone - 0141 287 0900

You can write using the freepost address: RLYU-GKGE-JGLJ, Customer Care Team, Chief Executive's Department, Glasgow City Council, G2 9RZ (you do not need a stamp).

You can fill in the online form on <http://www.glasgow.gov.uk/index.aspx?articleid=9986>

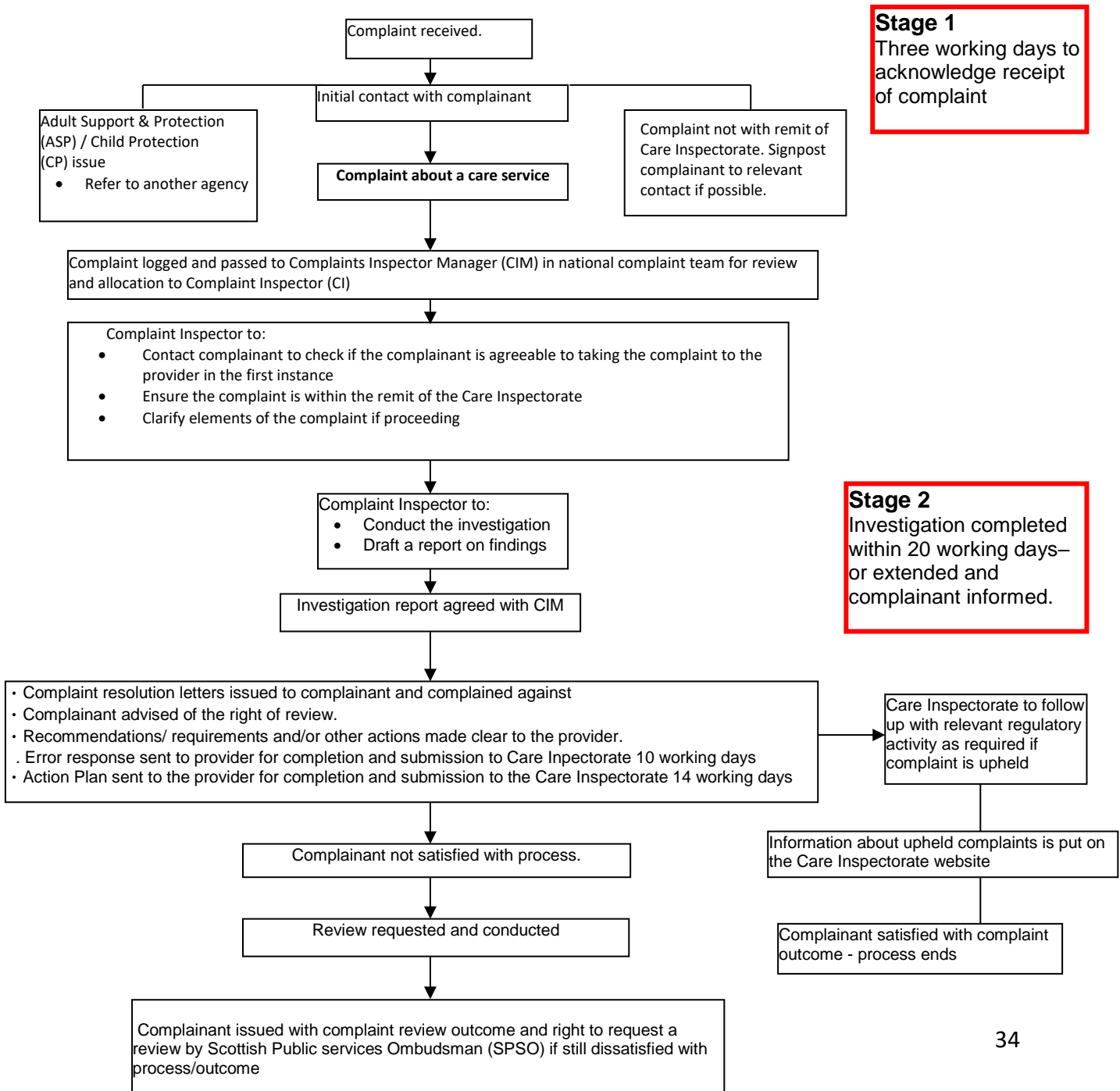
Full details of Glasgow City Council's Complaints Procedure can be found at the above web address.

You can raise a complaint with:

The Care Inspectorate
 4th Floor
 1 Smith hills Street
 Paisley
 PA1 1EB
 Tel: 0141 843 6840 or national enquiry line 0845 600 9527

A chart detailing the key stages of the Care Inspectorate's Complaints Procedures is shown here

Care Inspectorate Procedure for Complaints against a Registered Care Service



Stage 1
 Three working days to acknowledge receipt of complaint

Stage 2
 Investigation completed within 20 working days— or extended and complainant informed.

The Freedom of Information (Scotland) Act 2002

Any person can obtain information from Scottish public authorities which includes:

- The Scottish Executive and its agencies
- The Scottish Parliament
- Local Authorities
- NHS Scotland
- Universities and further education colleges
- The Police

Public authorities have to allow access to the following information:

- the provision, cost and standard of its service
- factual information or decision-making
- the reasons for decisions made by it.

The legal right of access includes all types of 'recorded' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council web site:

<http://www.glasgow.gov.uk/index.aspx?q=Freedom+of+Information&articleid=7&go.x=12&go.y=10>

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres. Parents may also access the computer in the Parents' Room, subject to Glasgow City Council's Acceptable Use of ICT Policy.



Data Protection Act 1998 / GDPR

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching; registration; assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the nursery.

Privacy Statement

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at <http://www.glasgow.gov.uk/index.aspx?articleid=2908>.

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt within the document:

- a) before the commencement or during the course of the nursery year in question.
- b) in relation to subsequent nursery years.