



# Eyemouth Primary School Early Learning and Childcare Hub (ELC)



## Handbook for Parents and Carers 2024



### **Introduction**

The purpose of this booklet is to provide you with some information about Eyemouth Primary School Nursery. We aim to familiarise you with some of the educational, organisational and social aspects of nursery. We hope you find the information informative and useful and that it will enhance the partnership between nursery and home.

At Eyemouth Primary School, we believe that every child should have the best chance to be the very best they can be. We are lucky to have a hardworking nursery team who encourage your child's development. We also appreciate the important role that parents/carers play as we work together to help your child achieve their full potential.

Each person in our nursery class is an important individual and we hope our nursery will be a happy, caring and stimulating place for all. We look forward to welcoming your child into our Nursery and to working closely with you in the year ahead.

Should any questions not be answered here, please do not hesitate to contact the school.



### **Contact Information**

Eyemouth Primary Tel- 01890750692

Nursery ELC Tel- 01835 826 834 (ext 6834)

Nursery email address- [eyemouthelchub@scotborders.gov.uk](mailto:eyemouthelchub@scotborders.gov.uk)

Eyemouth Primary School  
Coldingham Road  
Eyemouth  
T514 5AN



### Our Vision, Values and Aims

At Eyemouth Primary School, we view our setting as a 'Learning Community'. A place where children, adults and families learn together.

**With this in mind, our vision statement at Eyemouth Primary School is:**

**'Together in a safe learning environment we respect each other and achieve success.'**

#### **Our shared aims:**

- To create a happy, inviting and supportive environment for children and families that enhances everyone's wellbeing.
- To provide stimulating and inspiring indoor and outdoor spaces, experiences and interactions that support children to lead their own play and learning.
- To work in partnership with parents, carers, other professionals and the community to promote the best outcomes for our children.
- To develop a broad, relevant and inspiring curriculum, in which child-led planning meets the needs and interests of individuals and ensures excellence and equity.
- Our commitment to children's rights and well-being underpins all we do.
- Our experienced staff continually update skills and knowledge and work together to ensure our children meet their full potential. We encourage leadership opportunities for all.
- We embrace diversity and promote fair and equal access to opportunities for all children and families.
- We encourage our children to recognise and celebrate their own and others' achievements.

#### Values

Ready - ready to learn, ready to investigate, ready to create.

Safe - safe when playing alone, safe when exploring together, safe when taking risks.

Respectful - respectful of everyone, respectful of our environment, respectful of our community.



**From the sea to the stars, be the best you can be!**



### Staff

<b>Head Teacher</b>	Ross Maunder
<b>Depute Head Teachers</b>	Scott Agnew (Inclusion) Liz Hiroz(ELC responsibility)
<b>Senior Early Years Officer/Nursery Manager</b>	Rosie MacDonald
<b>Early Years Officer/Nursery Deputy Manager</b>	Laura Watson
<b>Early Years Teacher</b>	Amelia Smith
<b>Early Years Practitioners</b>	Louise Blackie, Lois Davie, Megan Downs, Kim Hogarth, Rebecca Landells, Rachel Lauder, Bradley Patterson, Halle Simpson, Holly Simpson
<b>School Admin</b>	Hayley Blackie
<b>Early Years Centre Manager</b>	Tammie Hamilton

### Opportunities for Communication

We value open communication between parents/carers and the nursery team. At the beginning of the session there will be a staff member at the gated area/door to welcome your child into nursery.

You will have the opportunity to talk to staff at the start and end of the nursery day or you can arrange a confidential meeting if there is something you wish to discuss in private. If you are unable to meet in person because of work commitments, please make an appointment to speak by telephone.

You can keep up to date with our latest news through the school newsletter, ELC pages on Eyemouth Primary School website and through our online platform called Showbie, which includes a communication page, keyworker group page and individual Learning Journal. Look out for the newsletter as it is usually sent via email. Pictures are also frequently shared on Eyemouth Primary School Facebook and X (Formerly Twitter) pages.

Throughout the year, there will be an opportunity to discuss your child's progress during parent consultations.

### Keyworkers

All children at Eyemouth Primary Nursery are appointed a keyworker. The job of the keyworker is to be the main point of contact for you as a parent/carer, to liaise with you with regards to your child and to support your child's learning and development. You can find information regarding keyworkers at the entrance to the nursery. Our staff in the Nursery work in shifts, starting early in the morning at 7.45, at 8.30 am or later in the day to ensure that we have enough staff to look after the children throughout the day, 8am-6pm.

### Eyemouth ELC Play Rationale



The aim of our Play Rationale is to ensure that all practitioners have a shared understanding of the critical role of play in promoting children's development and learning.

Our playful pedagogy at Eyemouth ELC integrates children's play experiences with curricular learning and recognises that children learn best in an environment of quality interactions, inclusive spaces and rich, relevant experiences that enhance their play.

Our understanding of child development underpins our practice and in line with national practice guidance for early years in Scotland (Realising the Ambition) we strive to ensure that our interactions, experiences and spaces support the development of wellbeing (including self, social, emotional and communication), movement and coordination and confidence, creative and curiosity.

### **Our Vision for Learning through Play is:**

"At Eyemouth ELC Hub we provide a safe, warm and nurturing environment where everyone is respected and valued. By learning through play and exploring our unique local environment, our children are supported to develop positive attitudes to learning, self-belief and resilience. An inspiring and inclusive space where everyone is encouraged to be the best they can be."

### **The key documents and policies that guide our understanding as well as our commitment to improvement are:**

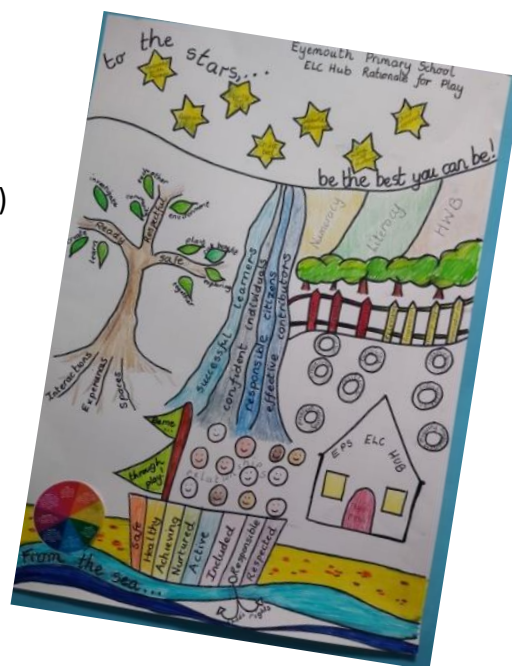
Realising the Ambition

GIRFEC (Getting it right for Every Child)

HGIOELC (How Good is our Early Learning and Childcare)

The Care Inspectorate Framework

The Health and Social Care Standards



### **Our interactions**



At Eyemouth ELC we understand that our interactions are key to successful play pedagogy. Our interactions are rooted in our belief that warm, responsive and nurturing relationships are central to children's wellbeing and development.

The children are at the heart of ELC and practitioners allow the children to engage deeply in their interests and play whilst being sensitive, responsive and motivating to their needs.

We value children's play and take time to observe children's learning through play in order to deepen and extend their learning. We take time to watch, wait and wonder and use open ended discussions with the children during play to extend their learning further.

Our planning is responsive to the needs and interests of the children and we use our observations of the children to plan for learning and next steps, giving children the opportunity to direct their own learning. Our observations ensure that we build a good picture of each child as a learner and know what they need from us to be able to develop their learning further.



Learning through our spaces & experiences

ELC practitioners and children have created an environment which is rich in experiences, enhancements and real-life, natural, open-ended resources that generate excitement, curiosity and challenge.

Our physical indoor and outdoor spaces support the development of schematic play and opportunities to develop skills in literacy, numeracy and mathematical thinking are integrated throughout.



Our spaces support children to:



### Play creatively-

Creative play can involve making, painting, manipulating materials such as loose parts or 'junk', building with block play or other materials, dancing and making music. When children play creatively, they are using their imagination and inventiveness, with materials and ideas and have opportunities to plan and design their own work with the freedom to create their own images. Mastery of fine motor skills and self-expression will all be developed. A strong emphasis is put on the process of the learning that is happening during creative play rather than what the end product looks like.





### To explore-

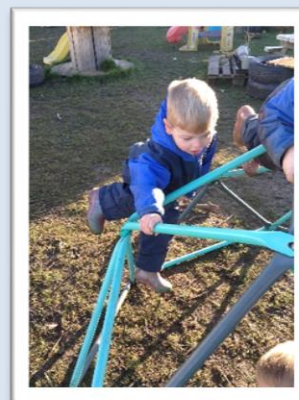
We provide children with a variety of interesting and stimulating experiences to encourage exploratory play. Through exploratory play children develop skills in thinking, reasoning, problem solving, readiness to encounter new experiences, creativity, 'private speech' and self-regulation.

Exploratory play might involve physically exploring an environment, testing what happens if...? Manipulating objects and assessing their properties, exploring malleable materials such as sand, water, playdough, clay, mud, puddles, earth and fire etc.



### Play physically-

Children have lots of different opportunities for physical play. In the outdoor space the children can develop climbing, jumping and running skills. We also make use of the large outdoor space within the school grounds (and out with) to give the children the chance to simply run around in the open space. They also have the opportunity to explore the trim trail which develops lots of different physical skills such as balance, strength and agility. Children also have the opportunity to climb in the local woodland. We also visit the school gym hall where we can use a wide and challenging range of equipment.



### Be messy-

Opportunities for messy play are available every day, from painting and gluing to playing with cooked pasta or crazy foam. These activities allow children to develop their language skills through describing the different textures they are exploring. They also develop their fine motor skills and strengthen their fingers through manipulating objects. Imagination is developed through creating anything they like from the "mess."



### Be with others and be alone-

The play environments are designed with spaces for small groups of children to play together, develop their skills for sharing and co-operating. Small group activities such as baking, trips to the local shops, visits to the local woods or beach allow time for new friendships to develop.



### Be alone-

The quiet room in our nursery gives children the opportunity to have some quiet time. This space includes a cosy sofa and cushions, dimmed lighting sensory toys, teddies, blankets, books and story CD's.





### Play outdoors-

Outdoor play happens every day whatever the weather. We provide waterproof and cosy clothes so all children can access a wide variety of activities outdoors.

Our outdoor space includes the small outdoor area which includes a water wall, sand shed, book nook and a selection of loose parts for building and creating. Our larger outdoor area provides children with the opportunity to explore nature and loose parts, develop their physical play and curiosity about the natural world. Opportunities for numeracy and literacy are integrated throughout both the outdoor environments.



Resources in our garden are designed to allow the children to use it in a very open ended and creative way. Children are able to manage and take risks and use tools on a daily basis.





We go on regular visits in our local community, using our local shops, green spaces and beach to enhance learning and allow children to make connections in their environment.



## Our experiences

We take advantage of our unique local environment and can often be found exploring the local woodland and beach giving children the opportunity to develop a sense of wonder about the natural world around them.

Group time is an opportunity for the children to be together with their key worker. During group time children are given the opportunity to talk and listen together and take part in games that support the development of a wide array of skills such as social skills, physical skills and early numeracy and literacy skills.

### Snack & lunch time-

At Eyemouth children are actively involved in planning for and preparing their snacks. We take advantage of snack time to discuss the different types of food we eat, where they come from and how healthy our snacks are. Children enjoy the social experience of snack time and it also gives them the opportunity to develop early numeracy and literacy skills by choosing their name to say they have had snack and also looking at numbers and dot patterns to find out how many pieces of each snack type they are allowed.







## Our Curriculum Rationale

### **The Curriculum for Excellence**

The Curriculum for Excellence is designed to develop children as:

Successful learners  
Confident individuals  
Effective Contributors  
Responsible Citizens

The curriculum areas and subjects are:

Expressive Arts  
Health and Wellbeing  
Languages  
Mathematics and Numeracy  
Religious and Moral Education  
Sciences  
Social Studies  
Technologies

The Curriculum for Excellence is made up of 4 distinct areas:  
Ethos and Life of the School as a community  
Curriculum areas and subjects,  
Interdisciplinary learning  
Opportunities for personal achievement



### **Our ELC Curriculum**

Our Curriculum is child centred and we recognise and value the learning that children develop through their play as well as the learning that they bring with them from home.

Our rich environments and experiences are designed to develop learning across Literacy, Numeracy and Health and Wellbeing and also support learning across the other curricular areas. Many of the outcomes in these areas occur naturally as children play. Through focused observations, interactions and exploration we strive to support and extend this learning.

Our planned experiences also support the development of the curriculum areas. We use seasonal themes to engage the children's holistic learning and use responsive planning to take into account the individual interests and needs of the children. We actively encourage and provide opportunities for the children to lead the learning.

Our understanding of child development also informs our ELC curriculum and in line with national practice guidance for early years in Scotland (Realising the Ambition) we strive to ensure that our interactions, experiences and spaces support the development of wellbeing (including self, social, emotional and communication), movement and coordination and confidence, creative and curiosity.





The Curriculum for Excellence aims to develop children as:

**SUCCESSFUL LEARNERS** through using their imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.

**CONFIDENT INDIVIDUALS** through succeeding in their activities, having the satisfaction of accomplishing a task, learning about bouncing back from setbacks, and dealing safely with risk.

**RESPONSIBLE CITIZENS** through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.

**EFFECTIVE CONTRIBUTORS** through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.



The Curriculum for Excellence design is underpinned by the following 7 principles:

**CHALLENGE AND ENJOYMENT** Children should find their learning challenging, engaging and motivating. The curriculum should encourage ambitions for all.

**BREADTH** All children should have opportunities for a broad range of experiences. Children will learn and develop through a variety of contexts.

**PROGRESSION** Children should experience continuous progression in their learning starting from age 3. Children should be able to progress at a rate which meets their needs and aptitudes.

**DEPTH** There are opportunities for children to develop their full capacity for different types of thinking and learning.

**PERSONALISATION AND CHOICE** Individual needs and support for particular aptitudes and talents is considered.

**COHERENCE** Children's learning activities combine to form a coherent experience with links between the different aspects of learning.

**RELEVANCE** Children understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

## Getting it right for Every Child

At Eyemouth ELC, we want our children to be fully supported as they grow and develop. We have a shared understanding that their wellbeing is fundamental to their learning and development. Our understanding of this is guided by the outcomes for Health and Wellbeing, GIRFEC (Getting it Right for Every Child) and the United Nations Convention on the Rights of the Child.



Health and wellbeing: responsibility of all

We want our children to be fully supported as they grow and develop to be:



**Nurtured**

- Having adults I can talk to
- Feeling I belong



**Healthy**

- Looking after my body and mind
- Feeling loved and trusted



**Achieving**

- Valuing my achievements
- Agreeing learning targets with adults



**Safe**

- Feeling safe
- Having adults I trust




**Active**

- Being active
- Learning outside



**Responsible**

- Showing care and respect
- Learning to make good choices



**Respected**

- Feeling valued
- Getting praise and encouragement



**Included**

- Feeling part of my nursery/school
- Feeling listened to

## Information about Play

If you would like to learn more about the types of play and how to support play at home, please click on this link. It provides lots of useful information about why play is important, what it looks like and how you can support children's learning through their play at home.

<https://sharingtheambition.com/play-scotlands-play-types/>





### **Positive Relationships Guidance**

We are a nurturing school and promote positive relationships in our setting with the expectation that children are safe, respectful and ready to learn. We use restorative practices, which encourage children to take responsibility for their behaviour by thinking through the causes, how this will have affected others and taking responsibility for our own actions.

#### **Our expectations:**

Use your walking feet in nursery and in the school when we are moving from place to place.

Kind feet and hands when working with others and using our resources.

Use kind words when we are talking with one another.

### **Procedures we follow to promote Positive Relationships**

#### **Talking about our feelings through the Zones of Regulation-**

##### **See grid-**

The **ZONES** of Regulation®

<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

#### **If a child has an angry outburst we will:**

- Divert the child's attention.
- When necessary, use 'thinking time' with an adult.
- Offer comfort and reassurance when the angry outburst has subsided.

#### **If there is physical contact that is unwelcome we will:**

- Intervene to support safe and respectful relationships.
- Remind child/children involved that we stay safe and use kind hands and feet.
- Support children to find acceptable ways to communicate our feelings towards others.

#### **To help children restore relationships we will:**

- Observe the situation.
- Act as a mediator.
- Encourage children concerned to resolve the conflict themselves using the Eyemouth Nursery script.
- Acknowledge the resolution. If children are unable to resolve a situation themselves, staff will suggest ways in which the conflict may be resolved and encourage the children to choose the resolution which is fairest to all involved.

**We will consistently offer calm adult behaviour that models restorative practices at all times.**

##### **Scripted conversation for restorative practice**

What happened?  
How were you feeling at the time?  
What were you thinking at the time?  
Who has been affected?  
What needs to happen to put things right?  
How can we make sure that this won't happen again?





### Enrolment

We have a roll capacity of 35 three and four year olds and 5 two year olds. ELC enrolment information application packs and details on hours you can choose for your child can be found here:

[Scottish Borders Nursery Enrolment](#)

Eligible 2 year olds (ELC2) start after their second Birthday if they meet the criteria for a place.

3 year olds (ELC) start after their third Birthday.

### Timescale

May- Places are allocated.

Term before starting in nursery- Parents and children attend stay and play sessions to familiarise with their keyworker and the nursery environment.

### **Starting nursery full time-**

Children are entitled to start their placement as follows: <b>Month of child's 2<sup>nd</sup>/3<sup>rd</sup> Birthday</b>	Placement starts in...	Pre Placement visit In...
March to end of August	August	May, June and August
September to end of December	January	October, November and December
January to end of February	April	February, March and April

Prior to starting with us full time, you and your child will be invited to visit the nursery and meet the nursery staff. You will be notified of these arrangements via a phone call from the Senior Early Years Officer or Early Years Officer and a letter will also be sent detailing information and links to information. We aim to be flexible to meet each child's needs to ensure a happy introduction.

### Attendance

Regular attendance is beneficial for your child. We ask that you contact the nursery or school office if your child is going to be absent for any reason. Please try to drop off and collect your child on time and inform us if you are going to be delayed. A phone call or Group call message will be sent if child does not arrive in school and there is no explanation.



## Illness

Please let nursery know if your child is unwell, especially in the case of infections such as chickenpox or measles. If your child is unwell, please do not bring them to nursery despite the fact they may want to come.

**It is particularly important in cases of sickness and diarrhoea that a child should not return to nursery until 48 hours after their last bout of sickness/diarrhoea. Also, if your child is unwell and has a high temperature, they should stay at home. They can return once their temperature has returned back to normal again.**

## When should my child return to school?

<b>Chicken Pox</b> When all spots have crusted over	<b>Conjunctivitis</b> None*	<b>Diarrhoea &amp; Vomiting</b> 48 hours from last episode	<b>Glandular Fever</b> None*	<b>Hand, foot &amp; mouth</b> None*	<b>Impetigo</b> When lesions are crusted & healed or 48 Hours after commencing antibiotics
<b>Measles or German Measles</b> 4 days from onset of rash	<b>Mumps</b> 5 days from onset of swelling	<b>Scabies</b> After first treatment	<b>Scarlet Fever</b> 24 hours after commencing antibiotics	<b>Slapped Cheek</b> None*	<b>Whooping Cough</b> 48 Hours after commencing antibiotics
<b>Flu</b> Until recovered	<b>Head Lice</b> None*	<b>Threadworms</b> None*	<b>Tonsillitis</b> None*	*No need to stay off but school or nursery should be informed.	

## Providing medical information

It is important that full details of your child's medical history are provided when starting nursery. This ensures that staff are well prepared for any health emergency which may arise. The details will be updated periodically with nursery managers and keyworker.



### Medicines

If your child has medical needs, it is your responsibility to bring this to the attention of the nursery team. Should medicines need to be administered by nursery staff, it must be prescribed by a doctor, in date and in the named original container. Medicines are only administered by staff after permission has been given by parents. Parents will be asked to complete and sign the appropriate medical forms before medication can be administered in the nursery setting.

**Parents must give the first doze of any medication to ensure there is no allergic reaction.**

### If we need to contact you

**Please make sure that all mobile phone numbers are kept up to date by letting us know of any changes. It is important that a second contact emergency telephone number is provided to call if you are unavailable. This is particularly important if your child is unwell, and you are unavailable for any reason.**

### Safety

In the interests of safety, the following systems are important at drop off and pick up:

- If coming by car, please leave cars on Coldingham Road or the car park at the main access point to the Early Years Centre. **Please hold your child's hand until they are safely inside the school grounds.**
- Please take care at gated areas and ensure gates are closed behind you when entering and leaving the nursery.
- An attendance sheet is available and needs to be filled in on arrival and when the children are collected too. This is essential as it provides a record of attendance if an emergency was to occur.
- Children must be picked up by a responsible adult. This must be a person over the age of 16.



We encourage families to walk to the nursery or park and stride. By walking you will experience many benefits e.g. less congestion, less pollution, more opportunities for your child to get to know the environment, healthy exercise for all, a time to chat and opportunities to practise road safety.





### Settling In

We aim to make the transition from home to nursery as smooth as possible. To help familiarise your child with the nursery setting we have provided a short virtual tour. This can be found on our school website. Also, by visiting the nursery page on our school website you will see a range of photographs showing the fun learning opportunities provided. The school website can be found here:

<https://www.eyemouthprimary.co.uk/>

To help with settling in to nursery parents can assist by:

- Explaining routines to your child e.g. who will bring them, collect them.
- Being patient and giving your child as much time as he/she needs.
- Informing staff if someone different will be collecting your child.
- Putting sun cream on your child before coming to nursery in warmer weather.
- Naming all items of clothing.
- Encourage your child to put on his/her coat and shoes to encourage changing independently.
- Read any information on the notice board about activities, snack and lunch. Share this information with your child.
- Letting us know if anything is upsetting or worrying your child or if you have any questions or concerns. We are here to help and understand.

**Remember, our staff are sympathetic to your child's needs. We want them to be happy with us.**



### Showbie, our online learning journal platform

Parents will have access to 'Showbie' which is a communication platform for sharing your child's learning and experiences at home and in ELC. This will be set up when your child starts with us, and further information shared about its use.



### **Clothing for Nursery**

Your child should be dressed in comfortable, practical clothes which are easy to wash and easy for her/him to manage e.g. when going to the toilet. Some of our activities can be messy and although we provide aprons for children to wear, we ask you not to dress them in their 'best' clothes, but rather in their normal 'play' clothes.

Please provide:

- Nursery sweatshirt. This is optional and can be ordered from Border Embroideries- [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk)
- Gym shoes for wearing indoors/PE in the school hall (in a named bag which can be left on his/her peg)
- A jacket, hat, scarf and gloves for outdoor play\* in colder weather
- A change of clothing e.g. pants, socks and trousers (in case of accidents)

\*We can provide outdoor waterproof suits and wellingtons for children to wear. If you have a suit or wellingtons that can be supplied for wear by your child or donated as is no longer a suitable size, we would gratefully welcome any offered.

**Please label all your child's clothing clearly with your child's name.**



### **Parental Involvement**

We seek parental views about what is working well and what we can do to improve through regular surveys. There are frequent opportunities for parents to 'stay and play' with the children in our nursery and we provide programmes such as Flying Starts and PEEP (Parents as Early Education Partners), which provide parents, carers or grandparents with the opportunity to engage in learning experiences with their children. We also work closely with the Early Years Centre and Family Learning to offer sessions that support engagement with families in learning that will have a positive impact on the whole family.



*Flying starts- making fruit salad together*



*Lending Library*



*Stay and Play- Family Learning fun!*



### **Snack**

As part of Eyemouth Primary School, we are a health promoting nursery. We aim to encourage a positive attitude towards healthy eating and offer the children a selection of healthy snacks each day. Children are actively involved in planning for and preparing their snacks as set out in the 'Setting the Table' Guidance. Snack will include fresh fruit and vegetables, raisins, cheese, yoghurt, cereal and pancakes etc. The children have the choice of milk or water to drink.

**Please make the school aware of any allergies your child may have.**

### **Lunch**

Children attending a full day session will be provided with a funded hot lunch. Menus are shared on the nursery noticeboard and lunches need to be ordered via ParentPay. Children can bring a packed lunch if preferred. Please follow healthy packed lunch guidance if providing a lunch from home. Ideas can be found here- <https://www.nhs.uk/change4life/recipes/healthier-lunchboxes> Please note we are not able to provide refrigeration for packed lunches so you may wish to supply a cool pack with your child's packed lunch to keep items chilled.



Children eat lunch with the keyworkers. We use this time as an opportunity to taste different foods, learn about where food comes from and enjoy the social benefits of eating together. As their experience of nursery develops, children will also be involved in helping to serve and clear up after lunch at their table.

### **Tooth brushing**

As part of the Oral Health Promotion Programme, Childsmile, we are participating in a tooth brushing programme to encourage good dental health. The children brush their teeth each day and you will receive information about the Childsmile programme when you enrol your child at nursery.

### **Consent Forms**

When your child starts nursery, you will be asked to complete a consent form which covers a variety of things such as going on walks, allowing your child to be changed if they have an accident, permission for photographs to be taken etc.





### **Accidents**

The nursery class and outdoor space are busy places and unfortunately accidents do happen. If your child has an accident, basic first aid will be administered by a member of the nursery staff. If your child has an accident which requires the attention of a doctor, we will contact you immediately. If your child has a bump on the head, we will also contact you to let you know so you can continue to monitor their wellbeing after you collect them.

The nursery keeps an accident and incident log. If your child has been involved in an accident or incident a member of the nursery team will discuss what has happened.

### **Complaints Procedure**

We hope that you will be completely satisfied with your child's education and be happy with the service the nursery provides. If you have any concerns or worries about your child, these should be raised with the nursery staff in the first instance. It is better that concerns are shared and resolved at school level, please be assured that your complaint will be dealt with appropriately.

If you are still unhappy with the service or with our response you can contact the director of Education and Lifelong Learning at council headquarters (01835 824000) or via the complaints form on the council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk)

### **Child Protection**

We have a responsibility to look after the welfare of all the children in the nursery and throughout school. Staff with a concern about child protection issues are required to report the concern to Scott Agnew, Depute Head Teacher our Child Protection Coordinator or Ross Maunder, Head Teacher. If deemed appropriate, the concern will be reported to the Duty Social Worker at SBC who has the statutory responsibility for the protection of children.

### **Professionals Visiting Nursery/ Information Sharing and Confidentiality**

All children's records are treated as confidential and are stored securely. Parents have a right not to have their personal details passed to other people without their prior knowledge and consent. However, in Child Protection situations it may be necessary to pass on information about a child to the main investigating agencies e.g. Social Work Department at Scottish Borders Council or Police, without parental consent.

Nursery can call on professionals from a number of different agencies/services for help and advice. These include Educational Psychologists, School Nurse, Speech and language Support, Health Visitors. Formal referrals to any of these agencies/services would only take place with the consent of parents/carers.



### **Transition to Primary School**

Enrolment for school will be available on the SBC website in the November before your child is due to start school. Guidelines are available with regards to the application process and placement requests for schools out with your catchment area.

Starting school can be a very exciting time for some children and others may find it a worrying experience. Together, we can help your child approach school confidently, making the transition from nursery to school. There will be lots of transition opportunities and during the final term nursery and school staff meet to discuss each child's learning.

**Once again, welcome to Eyemouth Primary School Nursery. We look forward to working with you and getting to know you and your child.**

