



From the sea
...to the stars!



Eyemouth Primary School

Early Learning and Childcare Hub (ELC)



Handbook for Parents and Carers

Session 2026/27



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Introduction

This booklet aims to give you some helpful information about our nursery and what you can expect during your child's time with us. We hope it helps you feel informed and supported as we work together to give your child the best possible start.

At Eyemouth Primary School, we want every child to feel happy, safe and valued, and to have the opportunity to be the very best they can be. Our caring nursery team works hard to support each child's learning and development, and we know how important partnership with parents and carers is in helping children thrive.

We hope your child will enjoy their time in our friendly and stimulating nursery, and we look forward to getting to know you and your family over your child's time with us.

If you have any questions, please do not hesitate to get in touch.



Contact Information

Eyemouth Primary Tel- 01890750692

Nursery ELC Tel- 01835 826 834

Nursery email address- eyemouthechub@scotborders.gov.uk

Eyemouth Primary School

Coldingham Road

Eyemouth

TD14 5AN



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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, welcoming and supportive environment for children and families.
- To provide exciting indoor and outdoor spaces where children can play, explore and learn.
- To work closely with parents, carers, professionals and the wider community to support every child.
- To offer a broad and inspiring curriculum that reflects children's interests and individual needs.
- To put children's rights, wellbeing and happiness at the heart of everything we do.
- To ensure our experienced staff continue to learn, develop and help every child reach their full potential.
- To celebrate diversity and provide fair and equal opportunities for all children and families.
- To encourage children to recognise, share and celebrate their own and others' achievements.

Values

Ready – ready to play, ready to learn and ready to be me.

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

| | |
|---|---|
| Head Teacher | Jill Horsburgh |
| Depute Head Teachers | Scott Agnew (Inclusion) Liz Hiroz (ELC responsibility) |
| Senior Early Years Officer/Nursery Manager | Claire Wardhaugh |
| Early Years Officer/Nursery Deputy Manager | Laura Watson |
| Early Years Practitioners | Louise Blackie, Megan Downs, Gillian Finlyason, Kim Hogarth, Zoe Mccraw Halle Simpson, Holly Simpson, MA Viktorija Baranowska |
| Cluster Administration Assistant | Hayley Blackie |

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 nursery 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.

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 7.45am, at 8.30am or later in the day to ensure that we have enough staff to look after the children throughout the day, 8am-6pm.



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Eyemouth ELC Rationale for Curriculum and Play

From our discussion with families, staff and partners around the curriculum, we gathered opinions and ideas then created a visual image of our rationale for our nursery curriculum and play. This is displayed in our nursery-



Our children said:

I like playing in the mud in the big garden and watching the digger.

I like playing with the games in the imagination room

We can go to the beach with our friends from other nurseries and play in the sand.

My favourite thing is playing outside- I can jump off high things!

I like helping to make the snack and making bread.

Our parents and carers said:

Our children need a range of experiences.

Learning should be fun.

Children need to feel safe, happy and confident while developing skills, independence and a love of learning through play.

They need to explore the world around them in a fun and nurturing environment.

Our staff said:

Our curriculum reflects our coastal setting, using outdoor learning to spark curiosity, wellbeing, and a love of nature.

Children are at the centre of everything we do, with their interests and needs shaping learning each day.

We value strong family partnerships and offer opportunities like Flying Start, Stay and Play, and PEEP to learn together with parents and carers.

Our nurturing approach ensures all children feel safe, included, and confident as part of our nursery community.



Key Documents

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. This is underpinned by key documents that guide our understanding as well as our commitment to improvement:

- Realising the Ambition
- Curriculum for Excellence
- GIRFEC (Getting it right for Every Child)
- The Quality Improvement Framework for the early learning and childcare sectors (Education Scotland and Care Inspectorate)
- The Health and Social Care Standards

Planning For learning

Our rich environments and experiences are designed to develop learning across Literacy, Numeracy and Health and Wellbeing and 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 in the Curriculum For Excellence.

The curriculum areas and subjects are:

Expressive Arts

Health and Wellbeing

Languages

Mathematics and Numeracy

Religious and Moral Education

Sciences

Social Studies

Technologies



Our understanding of how children grow and develop helps shape our Early Learning and Childcare curriculum. In line with the national Scottish guidance for Early Years, *Realising the Ambition*, we aim to provide caring interactions, inspiring experiences, and welcoming spaces that support every child's wellbeing. This includes helping children build confidence, develop social and communication skills, improve movement and coordination, and encourage creativity, curiosity, and a love of learning.

Our planning is flexible so we can follow each child's individual interests, needs, and stage of development. We encourage children to take an active role in their learning by giving them opportunities to share ideas, make choices, and help guide activities and experiences.

These experiences help children develop the four capacities of Scotland's Curriculum for Excellence — becoming successful learners, confident individuals, responsible citizens, and effective contributors.



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Skills for the 21st Century

Through our curriculum, children begin to develop important meta-skills such as creativity, problem-solving, resilience, communication, and working with others, helping to prepare them for life now and in the future. We also promote children's understanding of fairness, inclusion, and caring for the world around them through the UNCRC and the Global Goals, encouraging children to recognise that their voice matters and that they can make a positive difference.

The role of play in our curriculum

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, caring and inclusive environment where everyone is respected and valued. Through play and exploring our local environment, children develop confidence, resilience and a positive attitude to learning, while being encouraged to be the best they can be”.



Our interactions

At Eyemouth ELC, we believe warm, responsive and nurturing relationships are at the heart of children's wellbeing and development. Practitioners support children to engage deeply in their play and interests, responding sensitively to their needs.

We value play and take time to observe children's learning in order to deepen and extend it. Through watching, waiting, wondering and using open-ended conversations, we encourage children to think and learn further.

Our planning is responsive to children's needs and interests. Observations help us understand each child as a learner and plan meaningful next steps, giving children opportunities to lead their own learning.





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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.





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Our spaces support children to...

Play Creatively...

Creative play gives children opportunities to explore, imagine and express themselves through activities such as painting, music, dancing, block play and using loose parts or recycled materials. These experiences help develop fine motor skills, confidence, problem solving and creativity. We focus on the learning and enjoyment during the process, rather than the finished product.



Explore...

We provide a range of exciting experiences that encourage children to explore, investigate and discover. Through exploratory play with materials such as sand, water, mud, playdough and natural objects, children develop curiosity, problem solving, creativity and confidence in trying new things.





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Play Physically...

Children enjoy a wide range of opportunities for active play indoors and outdoors. Through climbing, running, jumping, balancing and exploring the local woodland, trim trail and soft play equipment, children develop strength, coordination, confidence and physical skills while having fun and staying active.



Be Messy...

Children have daily opportunities for messy play, such as painting, gluing and exploring different textures. Messy play helps develop language, imagination and fine motor skills while encouraging children to be creative, curious and confident learners.





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Be With Others and Be Alone...

Children have opportunities to play together in small groups, helping them build friendships, share and cooperate through activities like baking, outings and local visits.

They also have access to a quiet, cosy space where they can relax, rest or enjoy calm activities such as books, sensory toys and stories when they need time alone.



Play Outdoors...

Outdoor play happens every day in all weather. We provide suitable clothing so all children can enjoy it comfortably.

Our outdoor spaces offer a range of experiences, from creative loose parts, sand and water play to exploring nature and developing physical skills. Numeracy and literacy are also naturally included through play in both areas.





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Learn outdoors and being part of the local Community

Our outdoor resources are open-ended, encouraging children to be creative, take safe risks and use tools in their play.

We also make regular visits to local shops, green spaces and the beach, helping children connect their learning to the world around them.





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Our experiences

Local Learning, Group Time & Mealtimes

We make full use of our local environment, regularly exploring the woodland and beach to help children develop curiosity and a sense of wonder about nature.

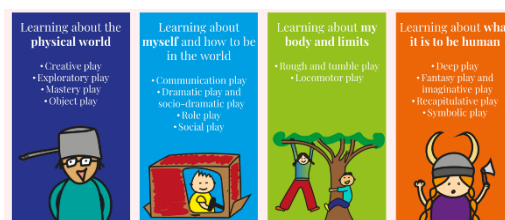
Group time allows children to come together with their key worker to talk, listen and play games that support social skills, physical development and early literacy and numeracy.

At snack and lunch time, children help plan and prepare food. They learn about healthy eating, where food comes from, and enjoy a social experience while also developing early numeracy and literacy skills through simple counting and recognising names.



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/>



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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.

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



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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®

| | | | |
|--|--|--|---|
| | | | |
| BLUE ZONE | GREEN ZONE | YELLOW ZONE | RED ZONE |
| Sad Sick Tired Bored Moving Slowly | Happy Calm Feeling Okay Focused Ready to Learn | Frustrated Worried Silly/Wiggly Excited Loss of Some Control | 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: Month of child's 2nd/3rd Birthday | 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.



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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?

| | | | | | |
|---|---|---|---|--|---|
| Chicken Pox When all spots have crusted over | Conjunctivitis None* | Diarrhoea & Vomiting 48 hours from last episode | Glandular Fever None* | Hand, foot & mouth None* | Impetigo When lesions are crusted & healed or 48 Hours after commencing antibiotics |
| Measles or German Measles 4 days from onset of rash | Mumps 5 days from onset of swelling | Scabies After first treatment | Scarlet Fever 24 hours after commencing antibiotics | Slapped Cheek None* | Whooping Cough 48 Hours after commencing antibiotics |
| Flu Until recovered | Head Lice None* | Threadworms None* | Tonsillitis 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 dose of any medication to ensure there is no allergic reaction.



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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.



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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 into 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 our 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.



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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
- 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 fun!



Lending Library



Stay and Play- Family Learning



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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, cheese, yoghurt, cereal, homemade bread 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.



ELC children enjoying a 'shorts and 'shades'themed lunch.

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

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 Lead Child Protection Coordinator or Claire Wardhaugh/ Laura Watson Deputy Child Protection Lead for ELC. 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.



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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.

