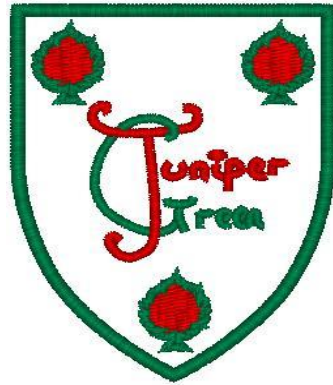




Juniper Green Primary School Nursery

*'A place where we can be ourselves, be the best we can
be and help others to do the same'*



Parent Handbook



Welcome to Juniper Green Primary School Nursery

Session 2024-2025

The Nursery Staff

Deputy Head Teacher

Mr Jamie Petrie

Early Years Officers

Mrs Lynsey Eneser

Miss Jennie Pope

Early Years Practitioners

Mrs Lara O'Brien

Miss Katie Buckley

Mrs Michele Hunter

Miss Ishbel Jackson

Mrs Michaela Slawson

Early Years Practitioners

Mrs Erika Aitken

Mrs Emma Wilson

Miss Ingrid Butler

Miss Vicky Marshall

Mrs Jo Johnson

Mrs Niger Sultana (Early Years Assistant)

Ms Aoife Schweppe (Domestic Support)

As a nursery we offer 1140hrs for 64 children. We operate term time only in conjunction with the school and we are unable to offer any childcare & early learning during holiday periods. We are open for four full days from Monday to Thursday and a half day on a Friday. Please see times outlined below.

Children can be registered for Nursery from two years onwards and are eligible for a Nursery place from three years onwards. Places are allocated to four-year-olds first and remaining places are then offered to three-year-olds on our waiting list.

Nursery Hours

Monday- Thursday - 8.30-3.10pm - to allow for staggered entrance and exit and avoid congestion
- doors open for drop off from 8.30-8.50am and pick up at end of session from 2.50-3.10pm

Friday - 8.30-11.50am - to allow for staggered entrance and exit and avoid congestion
doors open for drop off from 8.30-8.50am and pick up at end of session from 11.30-11.50am

JUNIPER GREEN PRIMARY NURSERY

Vision, Mission, Aims and Values

VALUES: RESPECT

Responsibility

Empathy

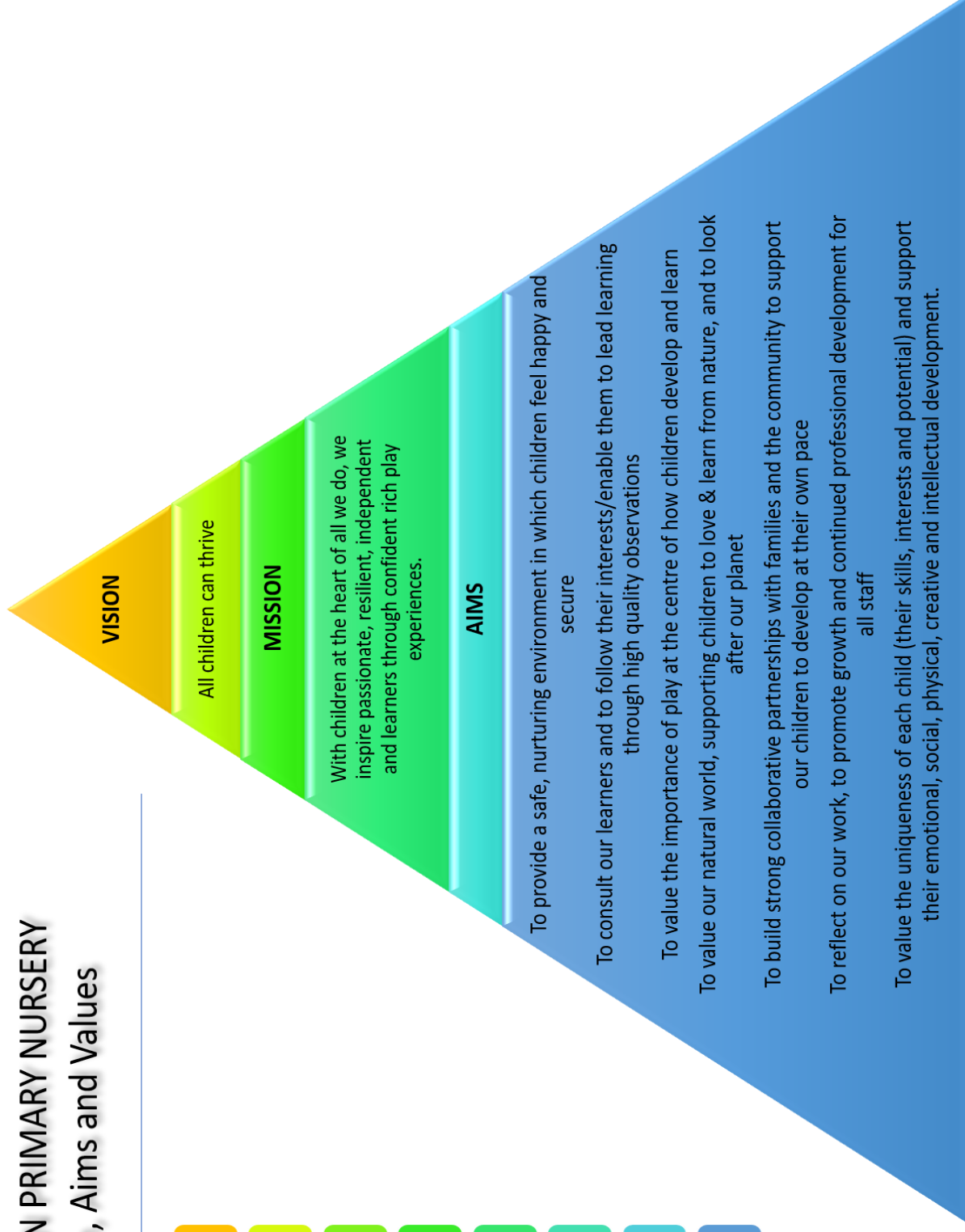
Self Belief

Positivity

Enthusiasm

Co-operation

Tolerance



RESPECT: developing respect for ourselves, each other and our environment, embracing our differences and celebrating individuality

R RESPONSIBILITY

- To take care of ourselves, others and our environment.

E EMPATHY

- We understand what others are feeling and show care for others.

S SELF-BELIEF

- Having confidence in ourselves. Anything is possible.

P POSITIVITY

- Even when things are hard, we shine and can achieve great things.

E ENTHUSIASM

- When we do something we do it with all our might, we put our soul into it.

C CO-OPERATION

- Working together with kindness and patience to get something done.

T TOLERANCE

- Accepting and showing respect for each other, regardless of similarities and differences.

Our Vision

Juniper Green Nursery, a place where we can be ourselves, be the best we can be and help others to do the same

Our school aims were formulated by the pupils, parents, staff and wider community of Juniper Green Primary. The Juniper Tree reflects the contributions of the whole school community. The vision, values and aims of our nursery were reviewed and updated in consultation with our nursery parents in January 2022. We aim to do this each session as a new cohort of families join our Juniper Nursery Family.

As the Nursery is an integral part of the school it shares the same core aims. We aim to implement a child-centered approach to education and care. By following the Nursery aims we recognise the vital contribution pre-school education provides in developing children's learning through a wide variety of experiences and natural progression, leaving children confident, enthusiastic learners, ready, eager and well prepared for starting school.

Nursery Aims

At Juniper Green Primary School Nursery, with children at the heart of everything we do, we aim to;

- ◆ Provide a place where everyone feels safe and is valued and kindness is at our core
- ◆ Ensure that children learn through active involvement in rich play experiences where they can lead the learning and foster independence through hatching their ideas
- ◆ Provide an environment that develops all children's confidence where they can thrive
- ◆ Provide an environment where we celebrate diversity
- ◆ Support our children to understand and take care of their world
- ◆ Support our children to develop a strong team ethos in all that they do
- ◆ Work in partnership with our families where we all strive to meet the needs of every learner
- ◆ Be committed to communicating openly, regularly and effectively with parents and carers
- ◆ Be responsive to the individual needs of children and families working in partnership with other agencies

What the children do?

In their time in Nursery, each child will gain their own independent knowledge, skills and interests through structured and free play activities. The learning environment is stimulating and challenging and provides appropriate and wide-ranging learning opportunities for the children to engage in at their own level. The child is at the centre and is the starting point for learning. In order to promote a holistic approach, the child's previous experiences, their needs and interests and the unique way they learn have to be considered. To help plan and deliver this we follow eight key areas of learning within the Curriculum for Excellence framework. Each area of learning sets out a range of learning activities.

Health and Wellbeing

- ◆ Through daily sharing time/circle time with their key worker groups, children are given opportunities to share their ideas/feelings and are encouraged to listen and respond to others
- ◆ Through involvement in all activities, children are given opportunities to make friends and be part of a group in a range of situations
- ◆ Through the development of each child's personal learning story with their key worker, children celebrate their achievements, skills and individuality
- ◆ Independence and self organisation skills are developed through dressing for outdoor play, helping to tidy activity areas after use, following routines etc
- ◆ By following the nursery's 'Golden Rules' and discussing the need for these, children will learn to treat each other with care and respect, valuing the feelings of others
- ◆ Through role play, children develop their social skills and their ability to work as part of a team by co-operating, sharing and collaborating with others
- ◆ Role play enables children to deal with real life experiences, which have brought both pleasure and discomfort e.g. the new arrival of a baby or the death of a loved one
- ◆ Daily opportunities are provided for children to participate in different kinds of energetic play both indoors and outdoors, e.g. outdoor climbing frame, bikes and scooters, indoor soft play, expressive movement/dance etc
- ◆ Through opportunities provided by physical play and healthy snack, children are becoming aware of healthy lifestyles and choices
- ◆ The importance of personal hygiene and health is promoted through regular tooth brushing routines and hand washing
- ◆ Helping to grow and prepare snack and enjoying it together gives the opportunity to taste different foods and to develop social graces, turn taking and general socialising skills
- ◆ Celebrating birthdays and festivals stimulate an interest in others and their customs

Communication and Literacy

All activities within the nursery generate language and nursery staff use their expertise to extend and develop the children's communication skills.

- ◆ During daily sharing time, children take part in conversations/discussions, discovering new words and phrases to help them express their ideas thoughts and feelings
- ◆ As they listen and talk in different situations, they learn to take turns and become aware of when to talk and when to listen
- ◆ Children are encouraged to listen for information and to develop their ability to follow instructions of increasing complexity
- ◆ Non-verbal communication is given every encouragement through the use of 'sign a long', role play, use of puppets, mime and expressive dance activities
- ◆ Children are given the opportunity to explore and play with the sound of words for example, using rhyme, alliteration and I spy games
- ◆ Children have the opportunity to listen to or share stories/poems/non-fiction texts and are encouraged to ask questions and link new learning to what they already know
- ◆ A love of books is fostered, and children are given the opportunity to listen to, follow, read and discuss a variety of texts, sharing their likes and dislikes
- ◆ Children are given the opportunity to develop their knowledge of letters, names and sounds in a wide range of activities including the use of computer software and the interactive whiteboard

- ♦ Children are encouraged to develop their early writing skills in a variety of areas within the nursery. A specific writing area is available for children to experiment with drawing/ writing symbols, letters and words to convey their message
- ♦ Through real life situations and play activities, children have the opportunity to develop their writing skills by making cards, letters, invitations and snack menus etc

Knowledge and Understanding of the World

Curriculum for excellence areas - Sciences and social studies

Children's natural curiosity is harnessed and independence in learning is promoted. Opportunities are planned and provided to encourage them to ask questions, experiment, design/make and solve problems

- ♦ Children have the opportunity to use their senses to learn about their world around them e.g. on local trips with staff/friends children will explore the natural environment closely using all their senses; to look at tiny buds on trees, to smell pine cones in the woods, to listen for different birds singing or touch various textures on twigs or stones
- ♦ Children have the opportunity to grow plants, learn how to look after them, harvest the produce and use them in a variety of ways e.g. planting flowers/ fruit/ vegetables, eating produce at the snack table, making and selling products for enterprise activities
- ♦ Children are made aware of the importance of caring for the environment by reducing, reusing and recycling resources e.g. composting food waste from snack, recycling paper products etc
- ♦ Children explore a range of equipment and materials to discover how different things are made and why e.g. in the water tray children have the opportunity to problem solve and find out which materials are waterproof, which objects float or sink, how water can change from one form to another i.e. use of ice and snow etc
- ♦ During story/sharing time, staff help children become aware of time sequences; days of the week, seasons changing, weather, morning or afternoon etc
- ♦ Through creative role play and visits from people who 'help us' e.g. school crossing guide, doctor, nurse, fireman, police etc children learn the important roles they play in 'keeping us safe'
- ♦ Through the development of each child's personal learning story, children develop an awareness of their own personal past and how they have grown/developed. Opportunity is taken to celebrate special achievements

Mathematics

Early numeracy and mathematical skills are developed through discussion, active play and engagement in activities throughout the nursery. A Maths area, interactive whiteboard and a range of computer software are available daily to provide a range of mathematical games/activities.

- ♦ Activities are provided for children to learn about shape, colour, size, number, making comparisons and predictions through playing games and puzzles which encourage mathematical awareness
- ♦ While making snack, children have experience of weighing, measuring, counting, comparing, sorting, ordering etc. Staff use their questioning skills to develop their curiosity and understanding of mathematical concepts
- ♦ Children have the opportunity to explore numbers, understand that they represent quantities and develop their ability to count, create sequences and describe order
- ♦ Role play situations provide ideal opportunity for using mathematics in a real-life situation e.g. setting up a shoe shop provides opportunities for measuring and comparing using standard and non standard units of measure, restaurants/café provides opportunities for handling money,

recognising coins and adding/subtracting, fruit/veg shop develops understanding of weight through the use of scales etc

- ◆ Through construction, making models/pictures and playing mathematical board games children become familiar with shapes. They are encouraged to sort, match, order, count and discuss their properties
- ◆ Children are encouraged to look for patterns, continue and create their own patterns while working at the art table, playing board games, using the interactive whiteboard etc
- ◆ Sand and water play provide opportunities for the children to develop their understanding of capacity
- ◆ Through the use of programmable toys children learn about position/movement, learn to use/follow simple directions and describe positions
- ◆ Children are introduced to collecting information, presenting their findings in a simple block graph and discussing the results e.g. graph of birthdays, favourite fruits etc

Expressive and Aesthetic Development

- ◆ Through painting, model-making and a wide range of art and craft activities children have the freedom to discover and choose ways to create images and objects using a variety of materials
- ◆ Working on their own or with others, children have the opportunity to use their curiosity and imagination to design their own creations and solve design problems e.g. building 3D working models, making invitations/cards etc
- ◆ Children have the opportunity to appreciate and discuss/respond to the work of their peers and famous artists
- ◆ Children have the opportunity to experience the energy and excitement of presenting /performing to audiences and being part of an audience e.g. attending weekly assemblies, performing at assembly/nursery nativity/end of session concert for family and friends
- ◆ Children have the opportunity to use drama, role play and expressive dance to explore real and imaginary situations to help them understand their world
- ◆ Daily opportunity is provided for singing and taking part in action songs designed to reinforce learning and raise self esteem
- ◆ Listening to music and providing a wide range of musical experiences promotes the development of enjoyment and appreciation of varied types of music and helps children to compare sounds and to learn about tone and pitch
- ◆ Using musical instruments or listening to songs and rhymes develops a child's sense of rhythm and an awareness of musical pitch and beat

Religious and Moral Education

- ◆ Children are encouraged to develop a respect for others and an understanding of their beliefs and values
- ◆ As the children play and learn, they develop a sense of what is fair and unfair and the importance of caring for, sharing and cooperating with others
- ◆ The nursery celebrates various festivals, special days and customs throughout the year providing the opportunity for the children to experience a rich cultural diversity e.g. Christmas, Eid, Chinese New Year, Burns' Day etc
- ◆ Through a wide range of stories, images, music, poems and discussion, children develop their understanding of world religions

- ♦ Religious and moral issues are explored at assemblies

Technology

- ♦ Children use a variety of technology to support them in their learning e.g. numeracy and literacy games on the interactive whiteboard, use of computer and a variety of software packages, programmable toys and voice activated recording devices
- ♦ Children develop problem solving strategies, navigation and co-ordination skills as they play and learn with programmable toys

Snack

The children receive a drink of milk (or water) and a light snack to eat each day which is free. This might be a small piece of cheese and fruit with a slice of toast or cracker biscuit. Sometimes the snack is more adventurous, but the focus is strongly placed on healthy eating. The children are not pressurised to eat but often discover a taste for something more unusual when they see their friends eating it. They are encouraged to take an active part in the preparation of the snack, under adult supervision. The importance of food hygiene is fully discussed with children and procedures/routines for hand washing are well established. Staff keep a daily record of snack that is offered for you to see.

Celebrations

We like to celebrate each child's birthday with a song and a birthday cake.

We also celebrate a wide range of traditional festivals, including Christmas, St Andrew's Day, Valentine's Day, etc and we learn about the festivals of other cultures too, such as Chinese New Year, Eid, etc

Learning to be part of the community

Sometimes we go on organised trips, for example, to the Zoo, Almond Valley Farm etc. At other times we go for trips in and around our local neighborhood of Juniper Green. Permission letters are given to parents prior to your child taking part in any outings/trips to ensure that you are happy for your child to be involved.

The Nursery has their own lending library and every child has previously been given a special book bag to keep their library book in. The children normally have had the opportunity to change their book each week and to recommend books that they have enjoyed. Again, we hope to return to this as soon as we can.

The nursery children have previously attended our school assemblies and we have had visits from a variety of community groups, but this is suspended at the moment.

Reporting and Assessment

Assessing and observing the children in their play is an integral part of our nursery provision. The Nursery staff will watch, listen and interact with the children and in the course of the year they will note the children's progress. Each child is allocated to a key worker i.e. an adult in the Nursery who

has responsibility for their group of children. Staff compile learning observations which provide valuable information on each child's learning and development that can be shared with other staff, parents and of course the child. These observations are also used for planning and expanding the activities for the following day, week and they form the basis for each child's individual profile which is collated in each child's digital learning journal. Parents are given access to their child's learning journal so that they have regular up to date feedback on their child and what they have been doing at nursery.

Staff work together with children to develop their 'learning story' which includes evidence of their learning in different areas of the nursery curriculum, such as photographs, examples of work, child evaluations of activities, certificates of achievement and next steps in learning.

Working as a partnership

Our vision at Juniper Green Primary is to work in close partnership with the child and their parents/carers to provide the best opportunity for each child to achieve their potential in an environment of rich opportunity, care and mutual respect. As the child is at the centre of parent's and staff's care and concern within the nursery it is essential that the following considerations are taken into account:

Dress

Dress comfortably/not best clothes/practical play clothes/a fleece jacket on cooler days for outdoor play. Be prepared for paint splashes, mud and glue marks occasionally on clothes. In case of any accident spare clothes are on hand.

Bringing toys to nursery

We prefer that personal toys are not brought to the Nursery, in case of loss or damage or "swapping and borrowing" which can cause regret and upset at a later stage. A small comfort toy would be acceptable during the settling in period or at times of personal anxiety.

Library

Children exchange library books on a weekly basis. Parents who are able to help on a rota basis are much appreciated.

Working in the nursery classroom

You may have time or expertise that you can share with the class. We would be delighted to hear from you! We support partnership in a number of ways: working alongside staff in the nursery, sharing stories, helping to prepare snack, supporting art and craft activities, sharing your child's learning story with your child and their key worker, etc.

We are always open to new suggestions, speak to a member of staff and pass on your ideas.

Checking Notices/ Reading the Nursery SWAY

Lots of information now comes out to you electronically so please check the nursery/school weekly newsletters and the nursery SWAY which contains weekly information about what the children have been doing that week at nursery

Encouraging Independence

Encouraging children to be independent in finding their coat pegs and hanging them up/encouraging them to put on their own coats/collection of any models, paintings etc

Giving us feedback and passing on suggestions

Questionnaires are regularly sent out to parents to give you the opportunity to share feedback with us. Please fill these in and let us know what you think. We are always open to your suggestions and are keen to work closely with you. Speak to a member of staff to share your ideas and always ask for further clarification if there is anything you feel unsure about. There is a nursery suggestions box for you to pass on your views anonymously if you prefer.

Entering and exiting the nursery

The Nursery door is opened by staff at the beginning of each session and children are welcomed in. Parents and children arriving at drop off come to the main nursery entrance where staff will greet them and chat with parents as each child comes in. If you wish to speak to Miss Pope or Mrs Eneser, our Early Years Officers or Mr Petrie the DHT in confidence, please ask and that can be sorted out either straight away in person, via a phone call or at a mutually convenient time.

At the end of the nursery session staff open the nursery garden door and parents are invited into the nursery to collect their child and all their belongings. At the end of each nursery session children are gathered for a sharing time with staff and the member of staff welcoming you at the garden door will direct you to the group your child is in. This gives parents the opportunity to connect with staff each day and to see your child within the setting.

Parking

Unfortunately, there is no parking in or around the school and in the interests of children's safety the car park is not accessible to vehicles at certain times of the day. Parents are not allowed to drop off their children in or use the car park between the hours of 8:00am-9:30am and 2:40pm-3:30pm unless by prior arrangement with the school due to disability access. This is to ensure the safety of children walking to nursery or school. Pupils are not allowed in the car park at all during the school day or when traveling to and from nursery or school. This is because we often get delivery vans or other vehicles using the car park and road up to the school.

Children with allergies and special diets

As part of admission policy parents fill in enrolment forms and any medical information, allergies or special diets are discussed and recorded. To ensure this information is communicated to relevant staff working with the children the following procedures are in place.

Information is recorded in SEEMIS and the child's Care Plan.

Flow charts displaying procedures for the administration of emergency medication are displayed in appropriate places around the school e.g. class base, dining room/ packed lunch room, school office, P1 area and where children are cared for when sick or hurt.

At the start of each new session a medical needs sheet is issued to each member of staff. These are updated regularly in partnership with parents / carers

Absence

Notification and monitoring of pupil absence within the nursery is in line with The City of Edinburgh's Children and Families Department guidelines for primary schools.

When your child takes up a nursery place, we ask you to give us emergency contact numbers and to let us know the quickest and simplest way to get in touch with you, should we need to do that at any point.

If your child is not going to be present for a session, we need you to let us know as soon as possible i.e. **before 9.30 am** by telephoning the school on 0131 442 2121. If you do not contact us we will contact you by telephone to check everything is okay.

[Into Nursery](#)

Allocation of Places

Places are allocated according to a child's place on the waiting list. Applications to the waiting list are accepted from the child's second birthday. A letter is sent to the parent/guardian in May, November and March, offering the child a place in the Nursery class. Once the place has been accepted the child is given an enrolment appointment. It is at this appointment that the parents can give any relevant information about their child, are informed of the Nursery starting arrangements, given general Nursery enrolment information and receive a Parent Handbook.

Pre-start Visit

Each child and parent/carer is offered the opportunity to have a pre start visit at a mutually convenient time prior to their initial start date. This enables the child to get to know the nursery staff and the nursery environment with their parent. During this time the nursery practitioner spends time with the parent/carer exchanging information about their child and discussing nursery routines to formulate your child's personal plan. The child has time to explore the nursery environment, play and try out activities both indoors and outside. Pre-start visits help to get to know your child; their interests, needs and personalities which should help them to feel more secure and make a smooth transition.

If you have any concerns or need advice the School contacts are-

Deputy Headteacher

Mr Jamie Petrie
Telephone - 0131 442 2121

Early Years Officers

Mrs Lynsey Eneser/ Miss Jennie Pope
Telephone - 0131 442 2121

The Nursery class has regular inspections from the Care Inspectorate. Our reports are all available in the nursery or on line on both our school website and on the Care Inspectorate's website.

The school is not notified prior to the visit but parents are asked to respond to a questionnaire provided by the Care Inspectorate.

Copies of previous reports from both the Care Inspectorate and HMIe are available for parents to read and accessible via our school website at www.junipergreenprimary.co.uk The last Nursery Inspection was carried out in January 2019

If you have any concerns or need further advice

Contact

The Care Inspectorate
South East Region
Stuart House
Eskmills
Musselburgh
EH21 7PB

Telephone

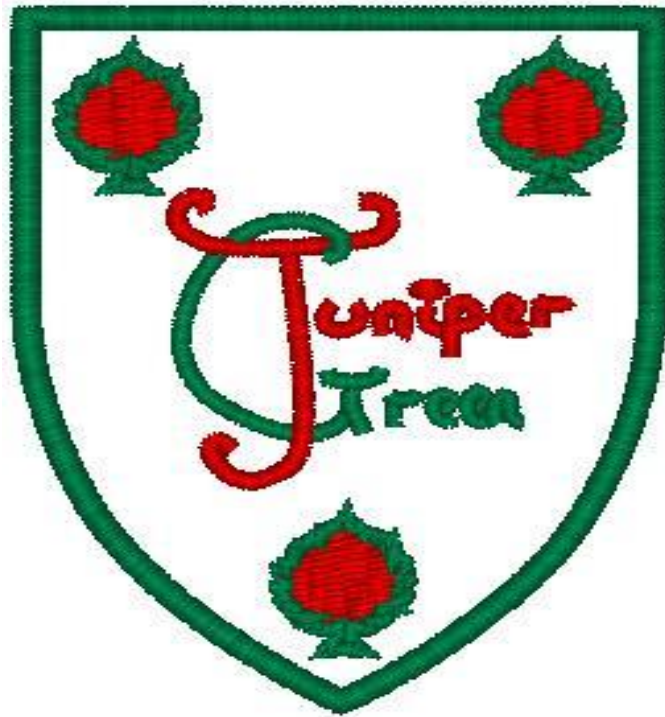
0131 653 4100
enquiries@careinspectorate.com

Further concerns and advice

The school is committed to working in partnership with parents. As well as constantly striving to build children's self-esteem and confidence, the school places a high importance on the safety and protection of children. The school has Child Protection Guidelines in place that all staff must follow where there are concerns about a child. Should any parent wish to see the Guidelines, these can be made available. Should parents have concerns about any child, information is available from the school regarding the appropriate contacts.

Complaints procedure

If you have a complaint or would like to discuss anything that is concerning you, please speak openly with Mrs Dodds/Mrs Eneser our Early Years Officers or ask to see Mr Petrie, Deputy Headteacher who has direct responsibility for the management of the nursery. We would like, in the first instance, the opportunity to discuss whatever is concerning you and to be able to work together to reach a solution.



Nursery Telephone Number - 0131 442 2121