

**Gatehouse Nursery Rationale** (Updated June 2015)

The school motto, values and aims were developed with all stakeholders and are the foundation for the Nursery Rationale.

*'Alone it might seem impossible but together we stand strong.'*



Gatehouse Nursery is a Local Authority Nursery Class which is part of Gatehouse Primary School. We have relocated to a purpose built nursery within the main school building. We have our own secure entry system and have access into the main school as well as an outdoor play area which children access directly from the playroom. This allows free flow between indoors and out on a daily basis. We are also developing a 'Science Shack' as part of our transition process and joint working with Primary 1 across the early level to enhance the science experiences of the children and develop the nature garden.

The nursery operates care for children aged 2 to 5, 8:45am – 3:25pm Monday to Friday, who are accessing funded Early Learning and Childcare. Children may attend for half or whole days with parents providing a packed lunch. Children attending are from Gatehouse, Twynholm and Borgue catchment areas. Occasionally children attend from out with these areas.



Library Visits

The Nursery as part of the School has good links with the local community and uses the facilities in the local area to help deliver the Curriculum for Excellence. For the children living in the outlying areas of the catchment the nursery has a pivotal role to play ensuring that these children feel part of the local community and understand their place within it.



Community visits

Specific to Nursery we believe that "Play is the work of the child," (Mary Sheridan) and that "Childhood is seen as valid in itself, as part of life and not simply as preparation for adulthood." (Tina Bruce) and as such we provide a safe stimulating environment in which children have opportunities for challenging and purposeful play following their interests and ideas. Children are active participants in planning and developing the Nursery with roles of responsibility and duties to carry out. Every child has a Personal Learning Portfolio in which we focus on the child's individual learning and achievements. We use the Curriculum for Excellence and Pre-Birth to Three, as appropriate, when planning to meet the needs of individual children developing their next steps in learning. Children are involved in this process and talk about their thinking and learning to develop their higher order thinking skills.



Focus on developing literacy and numeracy skills through play and real life experiences.





“We get to play in the snow. I built a snowman!” child’s comment.

At Gatehouse Nursery we recognise the importance of parents/careers as active partners in their child's Early Learning and Childcare. We follow the GIRFEC (Getting It Right For Every Child) agenda and use the SHANARRI (Safe Healthy Achieving Nurtured Active Respected Responsible Included) well-being indicators when we meet to complete Care Plans and Strengths and Difficulties Questionnaires. We update these as and when required for individual children to ensure we meet every child's needs. We operate an open door policy and encourage parents/carers to actively participate in the life of the Nursery. We seek ideas, comments, suggestions and skills to continuously improve the educational experiences for all children.

Partnership working with external agencies is also a focus for the Nursery to ensure all children are appropriately supported to fulfil their potential and to promote child welfare.

We have in place good links with receiving schools and develop individual transition programmes for each school when children are in their preschool year. This ensures continuity of education, care and support for individual children.

We believe in continually developing what we do to improve outcomes for all children accessing Early Learning and Childcare at Gatehouse Nursery. As such we consult with all stakeholders throughout the year, recording their comments and ideas and acting upon them. We continuously self-evaluate both formally and informally what we do, how we do it and consider how we can improve the education and care for all children, using Child at the Centre, National Care Standards and Building the Ambition documents.

Outdoor learning is embedded as part of our daily provision; we recognise the importance of free play in wild and natural environments and the powerful nature of this experience having a positive life-long impact on all children. Through regular access to outdoors we are able to develop children's skills and aptitudes in creativity, emotional and physical well-being, team work, independence, critical thinking skills, behaviour, confidence, gross and fine motor skills and enabling them to develop respect for others, the environment and their surroundings.



Caring for our environment

