



***Cleddens Early Learning and
Childcare Centre Handbook
2017 - 2018***





Introduction to Our Centre

Cleddens Early Learning and Childcare Centre is a purpose built extended day and year nursery provision which opened in October 2003 and has since moved to new premises in 2017. The Centre caters for approximately 200 children a week and has a Baby Room, 2-3 Room and a 3-5 Playroom.

The 3-5 provision also have an additional space – the “Cocoon Room” for children who require a quieter, less busy environment, helping them to make the transition from home to nursery or from playroom to playroom.

We also make good use of our Family Room and our outdoor learning areas surrounding the building.

There is a buying-in element which allows parents living in East Dunbartonshire to pay for extended day places as long as it is over 16 hours a week. For information regarding costs, please telephone the Early Years Help Line on 0300 123 4510 Ext. 8707. The childcare packages are dependant on your needs; we are available from 8 am and close at 6 pm. The Term Time morning session starts at 8.40 am until 11.50 am and the afternoon session is 12.50 pm until 4 pm.

We operate a staff/child ratio established by the Care Inspectorate Scotland. In the Baby Room we have 1 staff member to 3 babies and in the 2-3 Room we have 1 staff member to 5 toddlers, the 3-5 Room has 1 staff member to 8 children.

In Bishopbriggs we are well served by Primary Schools which contribute greatly in our transition programme for children entering P1. These include Thomas Muir, St. Helen’s, Wester Cleddens, St. Matthew’s, Meadowburn, Balmuildy and Auchinairn. Children may also attend other feeder primary schools within East Dunbartonshire Council.

There are various opportunities throughout the year when parents are formally invited to the Centre, e.g. Curriculum Information Evenings and Parents’ Nights to discuss individual children’s progress at all ages and stages of development. There are opportunities for parents to attend workshops with staff and our Link Educational Psychologist or Triple P trainers.

Your children are very important to us and we value open lines of communication. We rely on parents maintaining close contact and good relationships to ensure a partnership of mutual trust and respect. We acknowledge parents are the prime educators of their children and so the link between home and Centre is extremely important for their health and wellbeing. This emotional stability will ensure all children can be successful learners, confident individuals, responsible citizens and effective contributors to society.

Our Centre Aims

Vision

We are committed to making the child the centre of our work at Cleddens, where children have the right to a safe, happy and healthy environment. We will foster good relationships with parents and carers, recognising the importance of strong partnerships between home and nursery. We aim to provide opportunities to improve outcomes for all children through providing appropriate support and a consistent approach to learning, ensuring children reach their full potential as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Aims

- Provide a safe, happy care and learning environment for children up to the age of 5 years.
- Ensure children receive high quality learning opportunities which build on children's interests, personalities, talents and abilities.
- Manage transitions between home and nursery and between stages within the nursery.
- Provide opportunities for parents, carers and the wider community to participate in the life of the centre.
- Provide opportunities for learning through play both indoors and outdoors, providing opportunities for children to apply skills in a range of circumstances.
- Children are encouraged to develop resilience through making decisions, problem solving and setting goals.
- Develop children's awareness of diversity in the community and respect for each other's values and customs.
- Ensure staff and other adults provide a good role model in their relationships with others.
- Self evaluate to enhance our performance.

Our Equal Opportunities Policy

All early years services reflect the Council's Equal Opportunities Policies and are anti-racist, anti-sexist, multi-cultural and recognise the rights of both men and women to work or to care for children. Provision takes account of children with additional support needs, disabilities or chronic illnesses. These principles are reflected in the criteria used to admit children to our Centre and in the curriculum of all early years establishments in East Dunbartonshire Council.

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.



Section 1 – Our Centre Aims

The Centre believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

Race

In relation to race equality, the Centre follows written procedure whenever a racist incident is reported. This procedure is detailed in the document *“Tackling Racist Incidents Within the Education Service”*. Parents/Carers who want to find out more about this procedure should ask the Centre for a copy of the leaflet *Managing Racial Harassment and Racist Bullying in Schools: A Guide for Parents/Carers*.

Disability

The Disability Equality Duty (DED) places Education Authorities under a statutory duty to actively promote disability equality across all of their functions (policies and practices). East Dunbartonshire Council’s Education Service’s Disability Equality Scheme (DES) and Action Plan were published in December 2006. This Scheme and Action Plan will build on the wide range of work that the Education Service does to promote disability equality in East Dunbartonshire Schools/Nurseries. More information on this can be found in the Disability Equality Scheme (DES) and Action Plan for the Education Service. Further information is also available in the Education Service’s Accessibility Strategy. A copy of these documents can be obtained from all schools in East Dunbartonshire Council, and from the Head of Education who is based at Southbank House, Southbank Business Park, Kirkintilloch, G66 1XQ

Gender

The Gender Equality Duty (GED) was created by the Equality Act 2006. The GED requires Scottish Schools and Education Authorities to actively promote sex equality and improve services, policies and practices for **all** boys and girls. Schools/Nurseries and support services in East Dunbartonshire work hard to ensure that all pupils achieve their full potential and their Gender Equality Scheme and Action Plan reflects this commitment. A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Head of Education who is based at Southbank House, Southbank Business Park, Kirkintilloch, G66 1XQ



Centre Information

Name of Centre: Cleddens Early Learning and Childcare Centre

Address: Kirriemuir Road, Bishopbriggs, G64 1DL

Telephone No: 0141 955 2291

Fax No:

Web Address: www.cleddens.e-dunbarton.sch.uk

In our Centre, we are able to accommodate children from 6 weeks to 5 years old. Some children will be allocated a term-time place; others can buy into an extended day/extended year place.

Our term-time year is the same as the primary school year.

Centre Hours

The Centre is open:

Morning Session 8.40 am - 11.50 am

Afternoon Session 12.50 pm - 4.00 pm

Extended Hours 8.00 am - 6.00 pm

Lunch Time 11.50 am - 12.50 pm

If your child attends on a sessional basis, please wait with them in the reception area until the start of the session to allow us to maintain the appropriate staff child ratios.

Please always collect your child on time as he/she will be waiting for you. Our staff work a shift system and under Care Inspectorate Regulations and Local Authority Guidelines, it is vital for the safety of the children that our staff/child ratio is maintained.



Section 2 - General Information

Holiday Dates – 2017/2018

August 2017

In-Service Day Monday, 14 August
In-Service Day Tuesday, 15 August

September 2017

September Weekend Friday, 22 September and Monday, 25 September (Inclusive)

October 2017

In-Service Day Friday, 13 October
October Week (T/T) Monday, 16 October to Friday, 20 October (Inclusive)

December 2017 & January 2018

Term Ends (T/T) Friday, 22 December to Friday, 5 January (Inclusive)

February 2018

February Weekend (T/T) Monday, 12 February to Tuesday, 13 February (Inclusive)
In-Service Day Wednesday, 14 February

April 2018

Mid Term Break (T/T) Friday 30 March to Friday 13 April.

to Friday 13 April (Inclusive)

May 2018

May Day Monday, 7 May
In-Service Day Thursday, 24 May
May Weekend Friday, 25 May to Monday, 28 May (Inclusive)

June 2018

Last Day of Nursery (T/T) Wednesday, 27 June



EXTENDED YEAR - EXTENDED DAY CENTRES CALENDAR OF HOLIDAYS - SESSION 2017-2018

NURSERY CLOSED (PUBLIC HOLIDAYS, IN-SERVICE DAYS AND WEEKENDS)

12 Public Holidays, 2 school holidays, 5 In-service days, 1 day of no work requirement

AUGUST						
MON	TUE	WED	THUR	FRI	SAT	SUN
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SEPTEMBER						
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JULY						
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Staff Remits 2017 – 2018

Head of Centre: Leona Stewart

- Management of the Centre.
- Monitoring levels of achievement.
- Overall responsibility for the Improvement Plan.
- Delegated management of human and general resources.
- Monitoring and evaluating the curriculum.
- Supporting staff working in the Centre.
- Staff development co-ordinator.
- Working closely with parents.
- Working closely with all other agencies.
- Overall responsibility for Social Inclusion/Admissions.
- Other duties requested by line management and Director.

Depute: Michelle Baxter

- Deputising for Head of Centre in her absence.
 - Assisting the Head of Centre in the smooth running of the Centre.
 - Responsibility for aspects of the Improvement Plan.
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- Monitoring and evaluating the curriculum planning.
 - Monitoring and assisting the Head of Centre to monitor the levels of achievement.
 - Monitoring other people training in the Centre – Students and Modern Apprentices.
 - Working closely with parents.
 - Working closely with all other agencies.
 - Other duties as required by the Head of Centre.

Senior Early Years Workers

- Deputising for the Head and Depute in their absence.
- Assisting the Head of Centre in the smooth running of the Centre.
- Monitoring the curriculum planning for the Baby Room, 2-3 Room.
- Monitoring other people training in the Centre.
- Working closely with parents.
- Working with other agencies.
- Other duties as directed by the Head of Centre.
- Shift patterns and rotas for staff.
- Group placements of children
- Peer Assessments
- Monitoring staff management of areas.



Early Years Workers

- To create a stimulating learning environment.
- Planning the curriculum.
- Delivery of the curriculum.
- Observing and assessing children's progress.
- Monitoring and evaluating the curriculum and children's progress.
- Assisting in the enrolment of children.
- Creating a partnership with parents.
- Responsible for aspects of the Improvement Plan.
- To ensure a safe environment for children.
- Reporting to parents.
- Contribute to children's personal learning plans.

Teacher

- Management of the curriculum planning and in supporting staff, including students and supply staff.
- Management of the delivery of Curriculum for Excellence.
- Responsible, along with the management team, to monitor and evaluate all levels of achievement.
- Responsible for aspects of the Improvement Plan.
- Responsible for delivery of curriculum on a one-to-one basis, small group time and large circle time.
- Support key workers to develop individual targets for support plans and to report on progress.
- To monitor and evaluate learning of all children.
- Work with a range of groups of children to support individual needs.
- Liaise with parents and outside agencies.
- Other duties as directed by Head of Centre.

Support Workers

- Engage with Management Team, Keyworkers, parents and children with additional support needs.
- Contribute to multi agency reviews for children with additional support needs.
- Contribute to children's Personal Learning Plans/Activities.
- Interact effectively and enthusiastically with children.
- Support children and staff in all aspects of the delivery of the Early Years Curriculum for all ages and stages of development identifying individual needs.
- Support children in achieving their short and long term targets.
- Take an active role in the overall life of the Centre promoting a positive ethos and caring environment.
- Create a safe environment for children in line with all relevant legislation.



Admissions Policy

All nursery places are allocated in line with the East Dunbartonshire Council's admissions policy and the Head of Centre will be happy to advise you how on this policy operates when you apply for a place for your child. A leaflet detailing the Council's policy is available from the Centre. If you want a copy, please ask for one.

An admissions panel will meet at intervals throughout the year to decide how Centre places will be allocated.

The panel will consist of Head of Centre, the Education Officer Early Years and representatives of the other agencies involved in supporting children and their families, e.g. Social Work Department, Health Board.

Childcare Information Service

The Childcare Information Service is a free service provided by East Dunbartonshire Council, it aims to provide parents with accurate details on childcare provision in a variety of settings, e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday play schemes and parent and toddler groups.

It also offers other advice including; choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the Helpline Number on: 0141 578 8060 or log onto the service's website at www.scottishchildcare.gov.uk.

Register of Applicants

A register of all applicants will be held centrally by the Education Officer Early Years and the information contained in the applications will be considered by the admissions panel where necessary to assist in the allocation of places.

Please note that the length of time a child's name has been on the register will not affect the child's priority for admission.

Parents can ask to see their application form at any time. If circumstances change which affect the application you should speak to the Head of Centre who will in turn pass on your information to the Education Officer Early Years.



Enrolment Procedures

When you are allocated a place in our Centre you will be informed by letter from East Dunbartonshire Council.

The Head of Centre will give a starting date and details of enrolment procedures.

Attendance

Although there is no statutory attendance procedure in pre-five establishments, you are asked to ensure that your child attends the Centre regularly. If your child is absent, please telephone and let us know the reason for his/her absence.

Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school/nursery if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school/nursery of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school/nursery before registration begins.

If parents do not inform the school/nursery of their child's absence, the school/nursery will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). In some exceptional circumstances, where the school/nursery believes your child could be at risk of harm, contact will be made with the Police and/or Social Work.

Arrival and Collection of Children

It is expected that a responsible adult will bring your child to and from the Centre. **To ensure the smooth running of the service, please make sure your child is collected at the correct time.** For reasons of health and safety, we respectfully request that older children do not enter the Baby Room or 2-3 Room. If you are dropping off children to two different playrooms, please ensure you drop off the older children first. If children are to be collected from more than one playroom, please collect the younger children first.

In the interests of your child's safety, you should make a point of telling the staff members if he/she is to be collected by someone unknown to them. The adult must be known to the child. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.



Suitable Clothing

Children have the best fun when they are doing messy work. We will always try to make sure they wear aprons but accidents happen, so please dress your child in suitable clothes. Please, also make sure that your child has suitable outdoor clothing for outdoor play or for when a trip is planned.

Please ensure that all clothes are **labelled** as a number of children have the same or similar items of clothing. Your child should have soft shoes which he/she will wear while in the Centre. Please ensure that these are labelled.

As part of East Dunbartonshire Council's policy on dress code, there are forms of dress which are deemed unacceptable in our nursery, such as items of clothing which:

- potentially, encourage factions (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings – please note, there is a requirement that all jewellery is removed prior to undertaking physical education activities;
- are made from flammable material for example shell suits;
- footwear could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Settling In Procedure

For the initial visit to the Centre, we will invite yourself and your child to spend around an hour in the playroom, meeting the staff and helping to familiarise them with the room. There will also be some paperwork for you to complete.

We will then ask you to return again to spend a shorter time with your child and then sometime away to assess how your child will settle without you. The room staff will inform you of the procedures and routine of the day and will answer any questions you may have. Consecutive visits will depend on your individual child and this will be discussed.

Insurance

Occasionally, children like to bring something special or new to the Centre for their friends to see, however, parents should ensure that valuable items are not left at the Centre, particularly as the authority has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the authority can be shown to have been negligent.



Section 2 – General Information

The Authority is concerned at the level of claims being received regarding the loss of children's clothing and/or personal belongings. Parents are asked to assist in this area

by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to centre. Parents should note that the authority does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Excursions and Consent Forms

When outings or excursions for children are planned, the Head of Centre or a member of staff will advise you in advance. You will be asked to complete consent forms which give your permission for your child's participation in planned excursions and visits within the local area. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian.

Transport

Transport is not normally provided for children attending early years establishments. The Council may, however, provide transport to and from the Centre for children with additional support needs who may require to travel some distance to take up their placement. Generally parents are expected to make their own travel arrangements.

Emergency Closure Arrangements

The Centre will be opened on the times already outlined, but on some occasions circumstances arise which mean the Centre has to close.

Establishments may be affected by, for example, severe weather, transport problems, power failures or difficulties with fuel supplies. If this happens, we will do all we can to let you know about the details of closure and re-opening.

We may keep in touch by telephone; text messaging; notices in local shops; in the press and on local radio and East Dunbartonshire website.

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

Emergency procedures have been put in place if the Centre requires to be evacuated. The assembly point will be St. Helen's Primary School, Wester Cleddens Road, Bishopbriggs.



Section 2 - General Information

Business Continuity Plan

If for any reason the designated assembly area cannot be used, then children must be taken to the **muster site**. A senior member of staff should be designated to manage

children arriving at the muster site. The nominated muster site for Cleddens Early Learning & Childcare Centre is:

Name of site: St Helen's Primary School
Address: Wester Cleddens Road, Bishopbriggs
Telephone Number: 0141 955 2286

Emergency Contacts

Parents whose children are in the Centre are asked where possible to provide the establishment with the names, addresses and telephone numbers of two contact persons for use in case of an emergency.

You are also asked to keep the Centre up-to-date with any changes in this information.

Meals

Children who attend the Centre for extended hours may either bring a cold packed lunch* or purchase a hot meal. If your child requires a hot lunch, please order this before 9.30 am.

* Please place an ice pack into your child's packed lunch box every day. We offer a cashless catering system. You will be provided with account details. Under new food hygiene legislation, we are not permitted to heat food and must dispose of any uneaten cold food. A note will be placed in your child's lunchbox to let you know if your child has not eaten all of his/her lunch. We are committed to promoting children's health and welfare and would appreciate your support in ensuring that packed lunches are healthy and nutritional. Information may be obtained from the Head of Centre.

Snacks and the Promotion of Healthy Eating

Your child will be provided with daily snacks. It is our aim to promote healthy eating by encouraging children to eat a range of healthy foods.

If your child has any allergies or requires a special diet, please inform the Head of Centre of this on your child's first day at the Centre and complete information on enrolment form.



Section 2 - General Information

Treat Fund

You are invited to contribute 40p per day or £2 per week to our treat fund. This will be used to buy baking items; birthday cards; pay for outings; visiting theatre groups; to augment existing resources and pay for Christmas presents for the children. This enhances the curriculum for the children.

No Smoking Policy

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authorities' campuses. Any person accessing the Centre must refrain from smoking in any of the campus areas.

Use of Photographs and Video Film Involving Pupils

On occasion, the Centre may seek permission from the parents to photograph/video children for internal purposes within the Centre, for Council publicity materials and/or for press/media related activities. If a child's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide.

Photographer

Parents will be informed when a photographer will be at the Centre.

Graduation photographs will be taken prior to the graduation service which takes place in June.

Communication

Information leaflets, copies of learning plans, children's work and letters to parents are distributed during group gathering times at the beginning and end of each session. However, as not all of the children are dropped off or collected at the same time, each child in the 3 to 5 room has an individual pocket in the cloakroom area. Mail will be labelled with your child's name and placed in the pocket for collection. Children in the 2-3 and Baby Room will find correspondence in the pockets outside the playroom door. **Please check these regularly.** Information is also available on our website: www.cleddens.e-dunbarton.sch.uk



Section 2 - General Information

In addition to the daily informal chats about your child's progress and development, there will be opportunities for more formal discussion on parents evenings. Your child's Personal Learning Profile is available for you to browse whenever you wish. Please request this from your child's Keyworker. You may also wish to do this with your child and share in their learning journey.

You are welcome to contact the Centre at any time to arrange an appointment if you wish to discuss any aspect of your child's development.



Section 3 - Medical Information

Dental Inspection

Dental inspections may be available during the course of the session. Parents will be informed. Children participate in daily tooth brushing as part of our learning in the centre. Please inform your child's Keyworker if you do not wish him/her to participate.

Pre-School Medical/Visual Screening

Families are normally contacted by their health visitor or GP to arrange a pre-school year medical. Pre-school visual screening will be offered in the centre, with the consent of parents.

Medication

If your child is in need of medication during his/her time at the Centre, you should discuss his/her requirements with the Head of Centre. Prescribed drugs will be given at the discretion of the Head of Centre and you will be required to fill in a consent form which authorises staff to administer the drugs to your child. These forms are available from the Centre. For further information please refer to our Administration of Medicines Policy.

If your child requires long term medication, has a medical condition or an allergy a Healthcare Plan is required to be completed during induction.

If your child suffers from a severe allergy, please inform the Head of Centre.

If Your Child Becomes Unwell

The Centre staff would welcome a call if your child is not able to attend on a particular day.

If your child becomes unwell while at the Centre, contact will be made with you or your emergency contact. If we cannot make contact with anyone, your child will be made comfortable by a member of staff until he/she is collected.

We will obtain the best medical attention as appropriate, e.g. call an ambulance if necessary.



Section 3 – Medical Information

Minor Accidents and Upsets

Although we hope that these will be few and far between, realistically there will be occasions when they do occur.

Our staff are highly trained and extremely sympathetic. They will comfort your child and deal with each incident appropriately.

You will be informed of the occurrence of any minor accident or incident and asked to sign a form.

There is a named First Aider on the premises as well as trained First Aiders.

Child Protection

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

All staff have recently received training on Getting it Right for Every Child (GIRFEC 2008) and are aware of the principles and approach towards the way we identify and meet the needs of all children.

All Education staff have regularly updated training and are required to assist in the protection of children by:

- creating and maintaining a positive and caring ethos
- developing health and personal safety programmes
- being observant of children's needs, views and concerns
- reporting and recording concerns about the welfare or safety of children
- monitoring and supporting children in co-operation with relevant professionals, parents and carers

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child requests this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head of Centre about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head of Centre considers that there is a possibility that the child has been harmed or is at risk of harm, the Head of Centre is required to immediately contact the Social Work department to discuss the circumstances and agree the immediate action to be taken. Education staff are then required to co-operate with any subsequent enquiries or support plans. Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head of Centre.

Appointment of Adults to Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have **regular** contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

The Early Years Curriculum

It is our aim in Cleddens Learning and Childcare Centre to ensure that each child has access to a relevant, broad and balanced early years curriculum.

In order to achieve this, we follow local and national guidelines, as follows:

- Pre-Birth to Three: Pre-birth to Three: Positive outcomes for Scotland's children and families (2010)
- Curriculum for Excellence (2009)
- Building the Ambition (2014)
- East Dunbartonshire's Children & Young Peoples Service Plan
- Nutritional Guidance for Early Years
- How Good Is Our Early Learning & Childcare
- The Children (Scotland) Act 1995
- The UN Convention on the Right of Children
- National Care Standards
- The Health & Safety at Work Act
- The Early Years Framework (2009)

The four key features of the 0-3 Curriculum are:

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

Curriculum for Excellence

Bringing Learning to Life and Life to Learning

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards** and prepare our children for the future by equipping them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the centre and with other settings, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and staff in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring smooth transition. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops **skills** for learning; life and work to help young people go on to further study, secure work and navigate life. It brings real life into the centre, making learning relevant and helps young people apply experiences to their life beyond the centre. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There will be a personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that will be needed. There will be an emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the centre is a place where children feel safe and secure.¹ Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

Curriculum for Excellence

A brief outline of the breadth of the curriculum offered. The opportunity should be taken to give an indication of particular programmes used, for example in mathematics and language.

Policy methods used for assessing the pupil's progress and the ways in which records are kept and reports made to parents. Procedures to be followed by parents who wish to discuss progress or reports with the class teacher or Key Worker (procedure manual 3/18).

How We Promote Learning

We promote learning in our Centre by:

- **Planning clear goals for the children's learning**
These are designed to match the individual needs and achievements of all children.
- **Through observation of children at play**
By using this procedure our staff become aware of how and what your child is learning.
- **Keeping day-to-day records of observations and assessments**
This enables us to plan learning experiences which take account of our children's needs and developments.
- **Using reporting as a means of promoting partnership with parents**
You may discuss your child's progress formally or informally with any member of staff. We encourage you to ask questions relating to your child's progress and to share any information, which you feel is relevant, with us. You may request to see your child's profile at any time.
- **Assessing children's development and progress**
In doing this we aim to take account of all of your child's needs. That is, the physical, social, emotional, aesthetic and educational development.

Our assessment is a continuous process which is carried out by observing, listening and talking to your child in the course of every day activities.

You will be invited to take part in the assessment of your child by means of informal chats, by helping to identify next steps in your child's learning and if necessary in more formal circumstances.

We wish to emphasise that your child's own progress is the basis of our assessment, rather than his/her progress in relation to other children.



Working Together to Promote Positive Behaviour

It is our policy at Cleddens Early Learning and Childcare Centre to promote positive behaviour.

This is achieved by:

- Use of praise and positive reinforcement.
- Encouraging our children to respect other children and adults.
- Encouraging our children to respect the property of others.
- Establishing routines and practices as part of the Centre's programme.

Very occasionally a child has difficulty settling into the Centre's routine and this is manifested in inappropriate behaviour. If this occurs, a member of staff will discuss the problem with the parents and look for a way forward. If there continues to be no improvement, the Head of Centre will become involved in the discussions. In some circumstances, psychological services may be consulted, after consultation with parents. All of this will involve joint decision making with parents involved at every stage.

Two members of our staff are trained in Triple P (Promoting Positive Parenting) and can be consulted for advice, in addition to offering Group Sessions. Please see our Parents' notice board for upcoming sessions.

Support for All

Within our Centre, we aim to provide curriculum and learning experiences to support all children. Our highly skilled staff team includes two Support Workers. We work in partnership with external agencies.

We believe that all children learn in different ways and may experience a variety of additional support needs at different times in their education. For some children the support they require will be of a long-term nature, whereas for others it may only be for a temporary period.

Some difficulties are related to specific aspects of learning, for example speech and language development. In circumstances such as these, in consultation with parents, we often seek advice and support from external agencies such as speech and language therapists and psychological services.

We follow a system of Staged Intervention:

- Stage 1 involves staff team strategies
- Stage 2 involves whole centre strategies, combined with appropriate education support services
- Stage 3 involves whole centre strategies combined with support from education support services and other appropriate agencies
- Co-ordinated Support Plan (CSP) involves intervention and support from the Local Authority

If your child requires additional support, the staff will monitor his/her progress very carefully and ensure that an individual educational programme is in place. You will be consulted about this and asked to work in partnership with us.

Regular reviews of your child's progress will take place and all interested parties will participate in the discussion about the progress being made, the targets to be set and the next steps in your child's learning.

Research has shown that support in early years is highly beneficial. Therefore, East Dunbartonshire Council recognises the importance of early intervention and ensures that all children are supported by the Learning Support Assistants. This enables early identification and assessment to take place. Team members provide support for effective teaching and learning. They work in partnership with senior management, Centre staff, parents, pupils and other support services.

It is important that parents, Centre staff and other professional bodies work together to support children's learning. By doing this we are ensuring that each child has the opportunity to achieve his/her potential.

East Dunbartonshire Council, in supporting inclusion in its schools, has a number of support for learning services.

These are:-

- Education Support Team
- Social, Emotional, and Behavioural Needs Service
- Short term Advice and Response Team

Membership of the EST is EAL, Learning Support, Sensory-Hearing Impaired and Visual Impaired, Twechar Language and Communication Unit.

The Services support pupils through:-

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

Further information is available from the service managers who can be contacted via the school.



Partnership with Parents

Our staff will always be happy to discuss your child's progress with you and you are welcome in our Centre at any time. You are also welcome to browse your child's personal learning profile at any time.

In Cleddens Learning and Childcare Centre we aim to:

- Involve parents in decisions which are taken about their children's education and care.
- Establish and maintain a two-way channel of communication with parents.
- Share experiences and keep parents informed of developments within the Centre.

We value your role in your child's learning. As parents, you are the prime educators in your child's early years and we hope that you will continue to play a major role in your child's learning when he/she comes to our Centre. We will provide regular suggestions of how you can support your child's learning within the centre and at home.

We welcome any contributions you may wish to make. Our Parents' Committee is well established and meet once a month. Please contact a member of staff if you would like to participate.

We look forward to working in partnership with you and your child.

Change in Circumstances

It is helpful if you keep staff informed of any circumstances at home which may affect your child's manner or behaviour in the Centre, e.g. birth of a baby, death of a relative etc. It will enable us to understand what is going on and enable us to give suitable support. Any information, is of course, treated with the strictest confidence.

Our Rights

We strive to be a Rights Respecting nursery, embedding the UN Convention on the Rights of the Child (1989) in all that we do. We aim to raise children's awareness of rights by incorporating them within our daily planning as well as highlighting their rights and responsibilities using 'Our Rights' displays throughout the nursery.



Section 6 - Parental Partnership

To keep ourselves safe and to have fun in the nursery:

- **We are kind and caring because we all have the right to be included.
(Derived from Article 2)**
- **We don't hurt each other because we all have the right to be safe.
(Derived from Article 19)**
- **We talk to each other because we all have the right to be heard.
(Derived from Article 13)**
- **We look after our toys and books because we all have a right to learn.
(Derived from Article 28)**
- **We share because we all have the right to play.
(Derived from Article 31)**

You can support your child's learning by discussing these at home with your child.

Community Information

Information is posted on our notice board in the entrance hall. Regular information is issued through letters and a Centre Newsletter. Plans for children's learning are displayed in the playroom.

If you require additional information on any subject please do not hesitate to contact a member of the Centre staff or the Head of Centre.

Fund Raising

With the exception of our annual budget allocated to us by East Dunbartonshire Council, our main source of funding will be our Treat Fund.

At certain times in the year we may organise other fund raising activities. We donate regularly to chosen charities.



Section 6 - Parental Partnership

Global Citizens, Fair Trade and Enterprise

Cleddens Learning & Childcare Centre is an Eco Nursery, as part of the programme for Eco Schools. We have worked hard to obtain two Green Flags. We benefit from a strong committee of children, parents, members of the community and staff representatives. We participate in local initiatives to care for our environment.

Parent Group

We value our excellent partnership with parents. Our parent and staff group organise several successful events throughout the year including social evenings and fund raisers. They also play an active part in helping to evaluate our provision and plans for the future.

If you are interested in participating, please speak to one of the senior management team.

We value your support.



The Local Community

In Cleddens Early Learning and Childcare Centre we value your child's place in the local community and encourage children to have access to local amenities, such as the library or local park.

Visits to various locations within the local area are organised and members of the community, such as the street crossing patrol officer, may be invited into the Centre to meet with the children.

Links with Local Primary Schools -Pre-five/Primary Liaison

In Cleddens Early Learning and Childcare Centre we have established strong links with the nurseries/primary schools in our local area.

Throughout the year there are regular meetings between staff groups. This enables positive relationships to be built between practitioners ensuring a smooth transition from nursery to primary for all children.

Children in their pre-school year will take part in curricular visits to local schools, attend assemblies and share a variety of learning experiences. Primary staff visit our pre-school children at nursery and share their learning within the nursery environment. We also receive visits from children in P6 or P7 who assist with special events; this enhances the 'buddying' system to support our children when they enter Primary 1.

Information about the children's learning will be passed to the receiving school via the East Dunbartonshire Council Pre-school/Primary 1 Profile. Parents will receive a copy of this in the term before the child starts school.

Cluster Groups

Cleddens is part of a Cluster Group of learning establishments involving two groups:

Turnbull Cluster includes:

St. Andrew's PS, St. Helen's PS, St. Matthew's PS, Turnbull

Bishopbriggs Cluster includes:

Bishopbriggs Academy, Balmuildy PS, Wester Cleddens PS, Thomas Muir PS, Meadowburn PS

Cluster working promotes partnership working where all schools and centres are committed to improving outcomes for all children, recognising the importance of learning from 3 to 18.



Psychological Service

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's Policy for identifying, assessing and supporting all children, particularly those with additional support needs.

The Psychological Service operates at three levels within the Council, namely that of the individual young person/family, the level of the whole Centre and that of the Authority.

Our link Educational Psychologist works collaboratively with Centre staff at all stages of intervention with regard to individual pupils, groups of children or relevant topics related to the Centre improvement plan.

Supporting Families Team

The nursery has access to the East Dunbartonshire Council Supporting Families Team. The Team work with children, families, carers and related agencies to improve outcomes for children and families. It aims to build and strengthen positive relationships between home and school/nursery and address barriers to educational attainment. The Team can offer a wide range of services to promote the wellbeing of children and families. To access this Service please contact your child's Early Years Worker or Head of Centre.

Data Protection Act 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and wellbeing of children and young people.

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished “internal” information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head of Centre, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request. Please note that you cannot access personal information on staff or children under this legislation.

Policies

The Centre policy folder is located in the family room as you enter the building. All relevant policies are included within the folder and can be accessed at all times. These are updated on a regular basis.

Accessing Your Child’s Personal Records

Parents have a legal right of access to their child’s core education records, regardless of the age of their child. These are the records held within your child’s Personal Record. Parents do not have a general right of access to all records that mention their child.

A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head of Centre in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child’s behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

Liaising with and Involving Parents in their Child’s Care and Education

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child’s education. Under Education Law, “parents” include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;



Section 7 - The Wider Community

- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not “looked after and accommodated” by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a “parent” (under Education Law) has the right to receive advice and information about their child’s education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual’s exercise of parental rights and responsibilities.

The Centre collects information about a child’s family circumstances on an annual basis. Where family circumstances change during a session, it is important that parents inform their child’s centre of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication *Schools, “Parents” and “Parental Responsibility”: A briefing paper for schools and education support services under the management of East Dunbartonshire Council* (2007).

This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council
Southbank Marina
12 Strathkelvin Place
Kirkintilloch
G66 1TJ

Tel: (0141) 578 8000

Suggestions/Concerns and Complaints

We are always anxious to maintain and improve our service.

If you have any suggestions to make about the service, please contact the Head of Centre, in the first instance. Similarly, if you have a complaint about any aspect of the service you should contact the Head of Centre.

If you feel your concern has not been satisfactorily resolved with the Head of Centre, please contact the Chief Education Officer with responsibility for pre-five education who can be contacted at the following address:

Education Department
East Dunbartonshire Council
Southbank Marina
12 Strathkelvin Place
Kirkintilloch
G66 1TJ

Telephone No: 0141 578 8000

Complaints Procedure

All complaints against Cleddens Early Learning and Childcare Centre will be investigated using East Dunbartonshire Council Procedure Manual 2/26. All complaints, including anonymous complaints, are treated seriously and properly investigated.

Care Inspectorate Social Care and Social Work Improvement Scotland

In addition, a complaint about the Centre can be made directly to the Care Inspectorate. The local contact address and telephone number is shown overleaf, along with a summary of the 'Key Stages of the Care Commission Complaints and Review Procedure'.

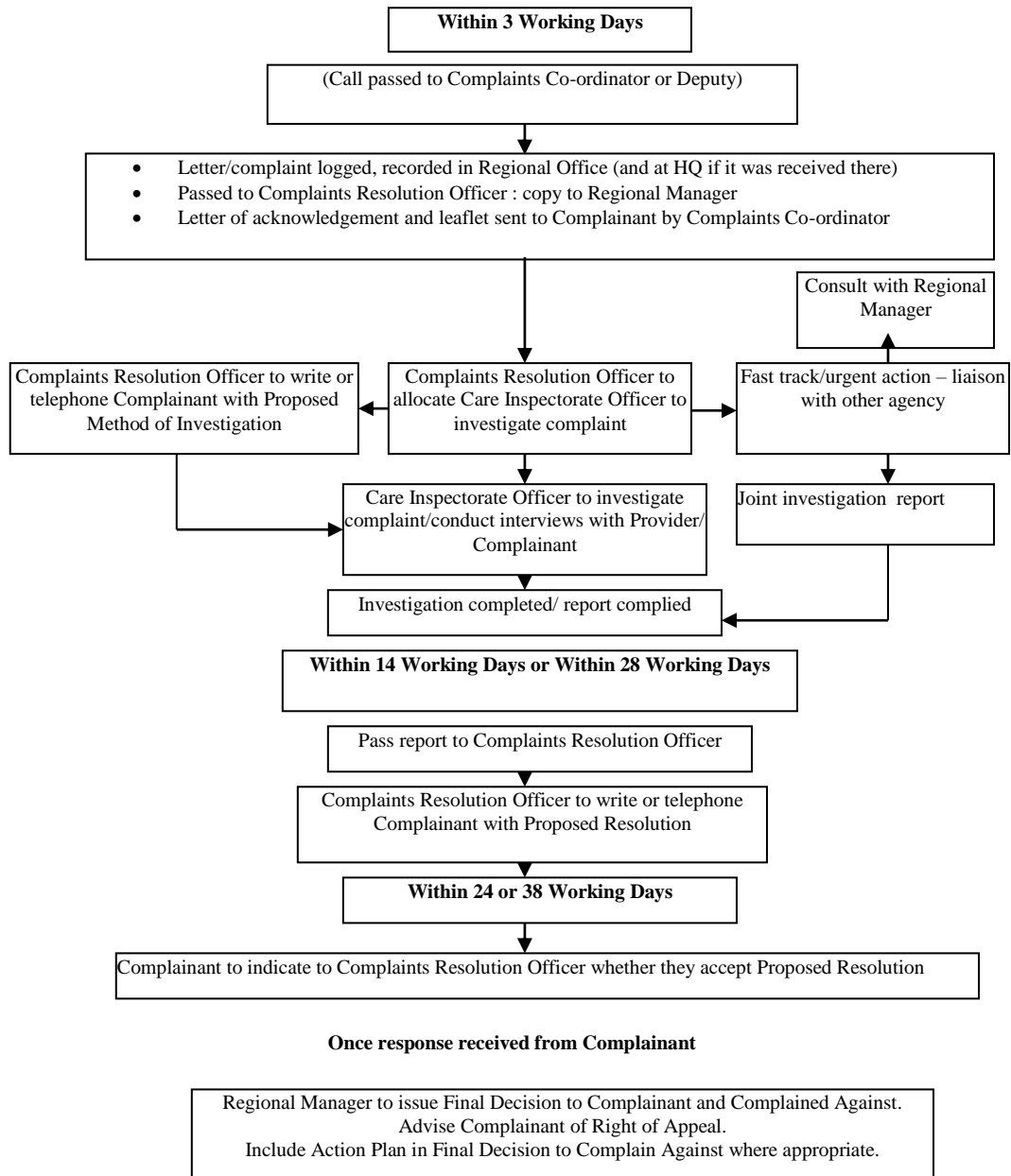
The Care Inspectorate can be contacted at:

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

Tel: 0845 600 9527
Email: enquiries@careinspectorate.com
Web: www.scswis.com

Care Inspectorate Social Care and Social Work Improvement Scotland

Key Stages of the Care Commission Complaints Procedure





Useful Addresses

You may wish to be aware of the following names, addresses and telephone numbers.

Chief Education Officer:

Jacqui MacDonald
East Dunbartonshire Council
Southbank Marina
12 Strathkelvin Place
Kirkintilloch
G66 1TJ

Tel: 0141 578 8000

Please note:

Although the information in this handbook is correct at the time of printing, there could be changes affecting any of the matters dealt with in it, either before your child's placement begins or during the course of their placement. The Head of Centre will tell you of any important changes to the information.