



**Colquhoun Park
Early Years Centre
Handbook
2022 – 2023**





Introduction to Our Centre

Welcome to Colquhoun Park EYC. We are a local authority early years centre registered to provide flexible childcare for 48 children aged 3 to 5 years and 10 children aged 2 - 3 years at any one time. We offer an extended day/extended year service opening from 8am till 6pm, only closing for public holidays, in service days and the period of time between Christmas and New Year.

We are an integral part of the larger school community and have strong links with our colleagues in Colquhoun Park Primary School with collaborative working across the early level. Claire Loney, Head Teacher leads our team sharing a clear and mutually agreed vision, values and aims.

Teaching staff and early years workers work in partnership with children and parents to promote learning, develop links with home and take forward initiatives within the centre. All staff have relevant childcare qualifications, are registered with the appropriate body and update their knowledge and skills by regularly accessing professional development opportunities. We strive to ensure we deliver high quality learning experiences which promote investigation, exploration and curiosity in a safe and stimulating environment both indoors and out.

We use established frameworks and guidance including Curriculum for Excellence, Pre Birth to Three, Realising the Ambition and Space to Grow to ensure children experience a coherent and holistic curriculum which will support them in developing lifelong skills, knowledge and attributes including resilience and critical thinking. Learning experiences are designed to provide appropriate levels of challenge and support and use children's interests as a context. Children are consulted and actively listened to.

We follow physical activity guidelines to ensure children have access to the recommended time spent in active and outdoor play and are currently developing an outside in approach where children can choose to remain outdoors when being dropped off by their parents each day; our outdoor area is an extension of our indoor playrooms and not seen as a separate environment.

We place a strong emphasis on health and wellbeing and this is demonstrated by our positive relationships and nurturing ethos, both evident throughout the centre. We work in partnership with parents and value open lines of communication which fosters mutual trust and respect. We recognise that children come to us having already developed a wide range of skills and knowledge from home and their wider experiences. When they are happy and settled and have formed a trusting relationship with their keyworker we can begin to build on these further, supporting children to reach their full potential as confident individuals, successful learners, effective contributors and responsible citizens.



Our Centre Vision, Values and Aims

Vision

“Children will develop emotional resilience in a safe and nurturing play based environment where they are encouraged and supported to become the best version of themselves.

Our ethos promotes a sense of curiosity and heightened wellbeing both indoors and out, recognising individual achievements and the need for a holistic approach”

Values

Creativity: we nurture the expression of individuality and embrace all types of play and enjoyment.

Belonging: we create a safe space where relationships and environment nurture all children and families.

Respect: we value and appreciate children, families and the wider community associated with our centre.

Achieving: we recognise and celebrate all achievements, providing challenge and support to realise children’s full potential.

Aims

We aim to promote positive, open and honest communication to maintain and secure effective relationships and to work in partnership to achieve positive outcomes for all.

We aim to encourage independence and confidence, supporting children to become successful learners, and to build their resilience to navigate the wider world around them.

We aim to promote curiosity through active learning opportunities and discovery.

We aim to ensure that children are safe and secure in an inclusive environment.

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.

In our centre we believe 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, we follow 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/Early Years Centres 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: Colquhoun Park Early Years Centre

Address: Canniesburn Rd, Bearsden, G61 1HD

Telephone No: 0141 955 2201 (Early Years Centre)
0141 955 2258 (School)

Email Address: eyc@colquhounpark.e-dunbarton.sch.uk

Web Address: www.colquhounpark.e-dunbarton.sch.uk/early-years-centre/

Twitter: @CParkNursery

Blog: <https://blogs.glowscotland.org.uk/ed/colquhounparkearlyyearscentre/>

East Dunbartonshire Council is committed to the provision of high quality early years' experiences for all children. We aim to provide places that meet the needs and demands of both children and families, offering flexibility of provision where possible.

In our Centre, we are able to accommodate children from 2 to 5 years old. Children aged 3 to 5 will be allocated a funded place with the option to purchase additional hours if required and where available.

Centre Hours

The Centre is open:

Morning Session **8am – 12.45 am**

Afternoon Session **1.15 pm - 6.00 pm**

Extended Hours **8.00 am - 6.00 pm**

(patterns available include 8am – 5pm; 8am – 5.30pm and 8am – 6pm)

The start of the session is an important time where children look out for their friends, share news and welcome each other. It would be great to see all the children arrive at 8am or 1.15pm to ensure everyone is included.

Please collect your child on time, between 12.30 and 12.45pm and between 5.45 and 6pm as he/she will be waiting for you. The centre closes and staff leave at 6pm. 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.



Centre Closure

Please find below details of public holidays and in service days when the centre will be closed:

2022	Wednesday 9 th February	In service day
	Friday 15 th April	Closed
	Monday 18 th April	Closed
	Monday 2 nd May	Closed
	Thursday 5 th May	In service day
	Friday 27 th May	Closed
	Thursday 2 nd June	Closed - Queen's Jubilee
	Friday 3 rd June	Closed - Queen's Jubilee
	Monday 18 th July	Closed
	Tuesday 31 st July	Last day of funding*pre school children finish
	Monday 15 th August	In-service day
	Tuesday 16 th August	In-service day
	Friday 23 rd September	Closed
	Monday 26 th September	Closed
	Friday 14 th October	In-service day
	Monday 26 th December to Wednesday 4 th January	Closed for Christmas and New Year break
2023		
	Wednesday 15 th February	In-service day
	Friday 7 th and Monday 10 th April	Closed
	Monday 1 st May	Closed
	Tuesday 2 nd May	In-service day
	Friday 26 th May and Monday 29 th May	Closed
	Monday 17 th July	Closed



Our Staff Team

Head Teacher	Claire Loney
Depute Head of Centre	Anne Maria Mirren/Kady Tamburrini
Teacher (job share)	Carol Milne
Teacher (Job share)	Esther Duncan
Senior Early Years Worker	Kady Tamburrini/Laura Munro
Early Years Worker	Shannon Burns
Early Years Worker	Lucy Clowes
Early Years Worker	Heather Dalton
Early Years Worker	Rachael Donaghy
Early Years Worker	Rebecca Mair
Early Years Worker	Kirsty Meechan
Early Years Worker	Jennifer Hutton
Early Years Worker	Rebecca O'Brien
Early Years Worker	Michelle Traynor
Early Years Worker (temp)	Indu Bala
Clerical Assistant	Jacqui McCluskey
Housekeeper	Laura MacLean
Day Cleaner	Margaret Kennedy
Day Cleaner	William McDowell

Our staff will always be happy to discuss your child's progress with you and you are very welcome in our nursery. Any worries or concerns should be aired with the Depute Head of Centre or the Head Teacher. Please contact the nursery office to arrange an appointment.



Admissions Procedures:

A copy of the Admissions Policy and Procedures can be found on the East Dunbartonshire website @

<https://www.eastdunbarton.gov.uk/residents/schools-early-years-centres-and-learning/early-years>

Registering for Nursery:

Parents applying for a place in an early years centre must register online @

<https://www.eastdunbarton.gov.uk/residents/schools-early-years-and-learning/early-years/early-years-provision-and-how-apply>

You will need to upload:

- Your child's birth certificate
- Utility bill
- Proof of residency (council tax statement)

Parents should ensure that they make an application in January to the Early Years department @ www.eastdunbarton.gov.uk to continue their child's placement at nursery

The centre will hold a register of all applicants and the admissions panel will consider the information contained in the applications, where necessary, to assist in the allocation of places. Changes can be made to applications by contacting the centre directly.

When you are allocated a place in our centre you will be informed by letter. You will then be contacted by the centre with further information relating to an enrolment/start date.

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. Also, a child who has a place with us as a 2 year old will not automatically be allocated a place as a 3 year old.

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 you and your child with the playroom. *(This may be subject to change re Covid restrictions)*
There will also be some paperwork for you to complete.

We will then ask you to return, usually the following day to spend a shorter time in the playroom 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.



Attendance

Although there is no statutory attendance procedure in pre-five establishments, you are asked to ensure that your child attends regularly. If your child is absent we ask that you aim to make contact with the centre prior to session starting or as soon as possible. We will make contact with you within the hour of session starting if no contact has been made with us.

Access to the Nursery

Our centre has its own separate entrance so does not require to be accessed via the school. Parking is available in the school car park next to the pitches; this is limited but has a drop off zone. **Please note the car park adjacent to the centre is for school and early years staff only.**

Arrival and Collection of Children

It is expected that a responsible adult over the age of 16 will bring your child to and from the centre. 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 the staff. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to staff.

As an ongoing covid mitigation, drop off and collection will continue to take place outdoors. Our foyer area is quite compact and it would not be possible for parents to maintain a safe distance from other adults at core times. You should wait outside the fenced area when there are children/staff in the play area or enter the play area and press the buzzer at the front door when our play area is empty.

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. We plan for outdoor learning on a daily basis and in all but the most inclement weather e.g. dangerously high winds, and your child will be actively encouraged to participate in these experiences.



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.

Insurance

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

Excursions and Consent Forms

When outings or excursions for children are planned, 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. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/carer. Risk assessments will always be carried out by staff before any excursion.

Transport

Transport is not normally provided for children attending pre-five 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

Our 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, email, notices in local shops and community centres, announcements in local churches, in the press and on local radio, twitter, centre website or East Dunbartonshire Website.

Emergency Contacts

Parents whose children are in the centre are asked, 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.

No Smoking Policy

Smoking is not permitted in the centre or in the surrounding environment. Smoking is only permitted outside of the school grounds.

Snacks and the Promotion of Healthy Eating



Your child will be provided with a daily healthy snack. It is our aim to promote healthy eating by encouraging children to eat healthy savoury food rather than sweet, however, when a child has a birthday there may be a departure from the normal snack.

We are an Allergen Aware Nursery!

If your child has any allergies or requires a special diet, please inform the nursery staff of this on your child's first day at our centre.

Lunches

All children aged 3 to 5 years are entitled to a funded lunch. Fee paying 2 year old children will be charged for lunch.

Some families may be eligible for free meals for children attending extended day. Children of parents/carers receiving income support or income based job seekers' allowance are entitled to a free midday meal. Children of parents who are in receipt of Child Tax Credit or Working Tax Credit and Child Tax Credit or Employment and Support Allowance (income related) or Support Under Part IV of the Immigration



and Asylum Act 1999, may also be eligible. Information and application forms for free meals may be obtained from the centre, the Community Hubs, the Education Office or online at www.eastdunbarton.gov.uk

All children that attend the centre for full days or half-days, will be provided with a healthy snack. All dietary and allergy requirements will be catered for. We only serve water and milk, no juice is permitted.

Menus can be found on the website, on our learning journals and within the centre foyer.

Treat Fund

You are invited to contribute 40p per session to our Treat Fund (maximum £2 per week). This is a voluntary contribution and can be paid on a weekly, monthly or termly basis. This will be used to buy baking items, Graduation and Christmas presents for the children, treats etc. The treat fund is our main source of income, and is also used to pay for outings, parties, groceries etc. Contributions can be made to the centre office or can be paid directly into our centre bank account.

Photographs/Videos

Photographic and/or video recordings are made for educational purposes. A new procedure has been put in place by East Dunbartonshire Council which means that every parent will be asked to complete permission forms for internal and external photographs (including use of photos on our website and twitter page). We will analyse the returns and provide staff with a reference sheet. Hopefully all parents will agree to the internal use of photographs & school website.

School Photographer

Parents will be informed when a photographer will be in the centre. The photographer will visit at least once per year or take group and/or individual photos.

Dental Inspection and Oral Hygiene

Dental inspections may be available during the course of the session. Parents will be informed of the dates of these inspections in advance. All children take part in daily tooth brushing after snack. If you do not wish your child to participate please notify your child's keyworker at induction. I am sure you will agree that this is a valuable activity within the nursery.



Pre-School Medical

Families are normally contacted by their health visitor or GP to arrange a pre-school year medical.



Medication

If your child is in need of medication during his/her time at nursery you should discuss his/her requirements with the Depute Head of Centre and/or Senior Early Years Worker. **Prescribed** drugs will be given at the discretion of the Head Teacher/Depute Head of Centre and you will be required to complete the relevant paperwork. These forms are available from the centre office.

If your child suffers from asthma you must tell the Depute Head of Centre and the centre staff if there are any activities or specific circumstances, which are likely to bring on an attack. If your child suffers from e.g. epileptic seizures, diabetes, severe allergies you must tell the Head Teacher/Depute Head of Centre and nursery staff what emergency procedures are to be followed. In these instances you will be required to complete a healthcare plan at induction.

If Your Child Becomes Unwell

Our centre staff require that you telephone them if your child is not able to attend nursery on a particular day.

If your child becomes ill while at our centre, contact will be made with you or your emergency contact. If we cannot make contact with anyone, a member of staff will look after your child until the end of the session.

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

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 nursery staff are highly trained and extremely sympathetic. They will comfort your child and deal with each incident as they see it. You will be informed of the occurrence of any minor accident. There are several trained first aiders in the centre.

The Nursery Curriculum

It is our aim in Colquhoun Park EYC to ensure that each child has access to a relevant, broad and balanced pre-five curriculum.

In order to achieve this we follow 'Curriculum for Excellence' guidelines, which is a curriculum designed for ages 3-18. The programme for 2-3 year old children is based on 'Pre-Birth to Three' guidelines from the Scottish Executive and Realising the Ambition.

We plan learners' experiences using 'Curriculum for Excellence' experiences and outcomes and are promoting all aspects of the curriculum both indoors and outdoors. Health and Enterprise as well as problem solving/investigation and the promotion of independence are woven within our planning.



These guidelines ensure that we include 'Getting it right for Every Child' (GIRFEC) within our daily practice. This is used to safeguard all children and help support and work collaboratively with our families.

School Curriculum - Curriculum for Excellence and Arrangements for Reporting to Parents

Curriculum for Excellence - Bringing learning to life and life to learning

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Glow, Scotland's unique, world leading, online network supports learners and teachers 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' for 'under threes' and children from 3-18, helping their progression from home to our early years centre, centre to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll 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 single teacher and practitioner will be responsible for the development of literacy, numeracy and health and wellbeing from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

New ways of assessing progress and ensuring children achieve their potential have now been established.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing – to ensure that our centre is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for very good education.

At Colquhoun Park EYC we offer a wide curriculum, which fosters the all-round development of your child. We aim to provide depth, breadth, challenge and



enjoyment in all we teach. This is planned through a variety of core teaching and interdisciplinary approaches to learning.

Health and Wellbeing



This area of the curriculum is quite extensive as it covers social and emotional development as well as physical development.

Children have to learn how to develop friendships, how to deal with people and situations outwith the family setting and get to know the people who can help them and look after them in our centre and in the community.

We are a Rights Respecting School and children's rights are introduced and explored in EYC to enable children to begin to develop the concept of their ability to effect change, to voice their opinions and be listened to, to become responsible citizens.

Children are also taught about what they need to do to help them grow and keep themselves healthy.

An important element of their learning is the awareness of the need for cleanliness, hygiene and safety, including washing hands and tooth brushing.



Opportunities for physical play will be provided both inside and outside. Children in Colquhoun Park EYC will have access to the gym hall on a daily basis thus allowing for energetic play in a very safe environment no matter what the weather. Physical play activities include: balancing, throwing and catching, running, jumping, skipping, playing games and riding bikes. During this type of activity children must learn about the use of space, how to play with others and, most importantly, how to play safely.

Children can access outdoor learning each day in all weathers. This provides opportunities to develop their problem solving and creative skills, engage in Eco experiences, and experiment with natural materials in the environment. In partnership with Colquhoun Park Primary we are Eco Schools Green Flag accredited and the concepts within Eco Schools are woven throughout our curriculum.



We place a strong emphasis on emotional wellbeing and on supporting children to develop mindfulness and resilience. All pre-school children will experience our PATHS programme (Promoting Alternative Thinking Strategies) on a weekly basis. This focuses on emotions and friendships through the use of puppets, songs and rhymes and creative activities.



Literacy and English

The development of children's skills in Literacy and English are central to their abilities to communicate with others and to understand ideas and explore their own thoughts and feelings. We provide opportunities to listen to and enjoy stories, rhymes, music and songs as well as listening to instructions and information from staff. Children are also encouraged to ask questions, describe their needs and experiences and to take part in conversations. An enthusiasm for books is a very important factor in developing language. Books provide a vehicle to promote children's understanding of print, curiosity about words and the sound of words.

Early writing is encouraged through drawings and mark writing where children are able to express their own thoughts and ideas. Lots of opportunities to have fun with words and to enjoy familiar songs, finger play and rhymes, as well as 'reading' books, talking about pictures and retelling stories will be provided.

Numeracy and Mathematics

This area is closely linked with other aspects of learning. Children's natural curiosity drives them to explore and investigate their environment by observing shapes, colour, patterns and sequences of events by asking questions. They are constantly involved in matching, sorting, counting and comparing and learning about quantities by exploring and experimenting.



Money is also explored through use in role play scenarios and children are encouraged to recognise coins.

Expressive Arts

Expressing and creating ideas, feelings and imagination as well as having opportunities to enjoy all manner of sounds, sights and textures are vital parts of the young child's development. In developing expressive and aesthetic experiences the emphasis is on enjoyment, expression and learning during an activity.

Children will be given opportunities and freedom to choose, explore and to investigate using a variety of materials and techniques. They are encouraged to create their own pictures, paintings and constructions; to sing, play instruments and create their own music; to use movements, gestures and facial expression through role play.

Science



Science activities are very varied. The children become aware of their senses and use them to explore the world around them. They are given the opportunity to taste healthy foods and develop an understanding of how to keep healthy. Through our play they find out about different materials and forces.



Technologies

In technology, children have the opportunity to use a variety of realistic and programmable toys, cameras and computers. They are also involved in learning about construction and enjoy building and making many objects with the opportunity to use real tools and risk assess their activities.

Social Studies

In this area, we explore the world around us, the local area, the weather and seasons. We also put great emphasis on involving parents and members of the local community to talk to the children about their work (Enterprise in Education). Some of the visitors have included - vet, lollipop person, and catering assistants to name only a few.

Religious and Moral Education

This area deals with children recognising what is fair/unfair and the importance of caring for others and sharing with others. We look at various festivals and customs.

How We Promote Learning

We promote learning in our centre by:

1 . Planning clear goals for the children's learning.

These are designed to match the needs and achievements of all children.

2. Thorough observation of children at play.

By using this process our staff become aware of how and what your child is learning.

3. Keeping day to day records of observations and assessments.

This enables us to plan learning experiences that take account of our children's needs and developments.

4. 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.

5. Assessing children's development and progress.

In doing this we aim to take account of all of your child's needs. That is, physical, social, emotional, aesthetic and educational development.

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



You will be invited to take part in the assessment of your child by means of informal chats, e-journal access and if necessary in more formal circumstances.

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

Arrangements for Reporting to Parents

We will report to pre-school parents twice per year (November and May) on children's progress. Ante-pre-school and 2 year old parents will have the opportunity to meet with their child's keyworker once per year in February. Key workers produce a Transition Information document in May for pre-school children that is shared with parents and the child's receiving primary school. Children's progress is recorded in Online Learning Journals (E-Journals) which you will have ongoing access to. Next Steps for Learning will be identified and tracked each term. Photographs and observations are uploaded on a regular basis. Further information will be shared with you on induction days.

Protecting Children and Young People

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.

Education staff 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 or adult 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 Teacher 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 Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. Centre 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 Teacher.

At Colquhoun Park EYC the **Child Protection Co-ordinator** is **Claire Loney**, Head Teacher and the **Depute Child Protection Co-ordinator** is **Anne Maria Mirren**, Depute Head of Centre.

Support for All

Within our Centre, we aim to provide curriculum and learning experiences to support all children. Our highly skilled staff team includes one Early Years Support Worker. 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.

Where a child or family require further support or assessment this can be provided through our school and EYC Pupil Support Group.



We work closely with our partners, Educational Psychologist, Speech and Language and parents are fully involved in this process. CPPS Primary and EYC also benefit from a trained Autism Advisor, one of the school teaching staff. The Autism Advisor works across the school and EYC to support children, staff and parents. There are informal 'coffee and chat' sessions which our parents and carers find supportive and informative.

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. We also benefit in our centre from the skills and expertise of our Family Champion who is available to advise and support parents and carers on a range of parenting issues including sleep routines, toileting and tantrums.

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.

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.

In Colquhoun Park EYC we aim to:

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

Some examples are:

- | | |
|--|--------------------------------|
| • Curriculum Night - What do we do at Nursery? | • Story Sacks |
| • Settling in Agenda - Informal chat with Key Worker | • Displays |
| • Care plan updates | • Newsletters |
| • 2-5 year old Parent Interviews | • Lending Library |
| • Annual written report for 4 year olds | • Home Link Sheets/ Diaries |
| • E- Journey Portfolios & Key Worker Meetings | • Positive Parenting Programme |
| • Stay and Play | • |
| • | |



We value your role in your child's learning. As parents, you are the prime educator 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 welcome any contributions you may wish to make and look forward to establishing a positive relationship with you.

Parental Involvement Act

(1) The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement.

(2) The Act outlines three areas where parents should be supported and encouraged to be more involved in their child's learning:

- At home - providing parents with information on what their children are learning at school and how this can be supported at home
- Through school – providing parents with opportunities to contribute to the life of the school e.g. by helping out in the classroom at school events
- In a more formal way – deciding what kind of parent representation the schools should have

(3) Parent Forum

Every parent in the school and early years centre is known as a member of the parent forum and as a member can expect to:

- Get information about what their child is learning
- Get information about events and activities in the school
- Get advice / help on how they can be supported in their child's learning
- Be told about opportunities to become involved in the school
- Have a say in selecting a Parent Council to work on behalf of all parents at the school

(4) Parent Council

Parent Councils are recognised as the representative body of the parent forum. The role of the council is to:

- Work in partnership with the head teacher and staff to support the school
- Represent the views of all parents
- Encourage links between the school parents, pupils, preschool groups and the wider community



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- Report back to the Parent Forum

Parent Councils will play an active role in supporting parental involvement in the work and life of the school, whilst also providing opportunities for parents to express their views on the children's education and learning. The Parent Council, as a statutory body, will have the right to information and advice on matters which affect children's education. The school and the education authority will consult with the Parent Council and take their views into account wherever decisions are being taken on the education provided by the school.

Colquhoun Park Parent Council is well established and provides excellent support for both the EYC and School. A copy of the constitution is available on the school website, on request from the chair of The Parent Council or from the Head Teacher. A maximum of 10 parents can stand on the Parent Council. The Parent Council meets approximately five times per year. Contact details can be found on the website or by contacting the office.

It should be noted that the Head Teacher has the right and duty to attend all meetings of The Parent Council. These meetings will take place at least once per term.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parent zone website at www.parentzonestotland.gov.uk.

School Running Costs

The running costs will be provided to the Parent Council in the current year divided by the number of pupils included in the school census at the beginning of the school year. This can be provided on request.

Liaising with and Involving Parents in their Child's 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;
- 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" 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.

Schools collect information about a child’s family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child’s school 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 House
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1XQ

Tel: (0141) 578 8709

Email: jacqueline.macdonald@eastdunbarton.gov.uk

Change in Circumstances

It is helpful if you keep the centre staff informed of anything happening at home which might affect the child’s manner or behaviour in class e.g. birth of a baby, death of a relative. It will help us understand what is going on and enable us to give suitable support. Anything you tell us is, of course, treated with complete confidentiality.

Working Together to Promote Positive Behaviour

It is our policy at Colquhoun Park EYC 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 nursery programme.



Very occasionally a child has difficulty settling into the nursery routine and this is manifested in inappropriate or unwanted behaviours. If this occurs, a member of staff will discuss the issue with the parents and look for a way forward. If there continues to be no improvement, the Head Teacher will become involved in the discussions. In agreement with parents, Psychological Services may be consulted.

All of this will involve joint decision making with parents involved at every stage.

Celebrating Achievements

As part of our health and wellbeing programme we recognise the need to build children's confidence and self-esteem.

This is achieved through:

- E-journals
- Talking box
- Homelink bear
- Paths compliments

Centre and Community Information

At Colquhoun Park EYC we use a range of communication methods to share information about centre, school and community events.

- Information will be displayed in the centre foyer – this may be in poster format or on our whiteboard.
- Groupcall emails, messages via e-journals and occasional texts will be sent out to one nominated parent/carer per child
- You can follow us on Twitter @CParkNursery
- Access our blog -
<https://blogs.glowscotland.org.uk/ed/colquhounparkearlyyearscentre/>
- Information will be uploaded to the school and early years website.

Colquhoun Park Primary School Parent Council will welcome the involvement of any of our nursery parents. An invitation to attend events etc is extended to all nursery parents via newsletters and information will be posted on the school notice board.



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. Normally we have two major fund raising events per year which helps pay for the summer outings, up to date resources, Christmas presents, end of term entertainment, etc.

The Local Community

In Colquhoun Park EYC we place a great deal of importance in our children having access to the local community. Visits to locations within the local area will be organised and members of the community may be invited into the nursery to meet the children thus promoting Enterprise in Education at a very early age.

Links with Colquhoun Park Primary School

The early years centre is part of Colquhoun Park Primary School and the children attending our centre will have access to many of the resources available in the school.

The school gym hall is timetabled to allow the centre staff to use it for physical activities, music, drama and circle times.

The children will be invited to take part in a number of school assemblies as well as attend concerts and visiting theatre company performances. We aim to encourage children attending our early years centre to feel at ease within the primary school.

Transition into Primary 1

In Colquhoun Park Primary School we have well established links with all of the early years establishments in our local area. These links will continue but the focus of our pre-five/primary liaison is on the link between our early years centre and our Primary 1 classes.

Invitations for staff, in our feeder primaries, to visit our centre will be issued. These meetings will have the purpose of sharing information and creating curriculum links. We are very aware of the fact that we have some children who will not attend Colquhoun Park Primary School. These pupils usually move on to one of the other primary schools in the Bearsden area.

With parents' consent, information about these children will be passed on to the receiving school and staff who wish to visit the nursery will be most welcome.

Suggestions and Concerns

We are always anxious to maintain and improve our service. If you have any suggestions to make about the service, please contact the Depute Head of Centre, in the first instance. Similarly, if you have a concern about any aspect of the service you should contact the Head Teacher. The early years centre and school follow the local authority **Complaints Procedure** and as such you can be assured that any complaint will be investigated thoroughly.



If you feel your concern has not been satisfactorily resolved with Mrs Loney, please contact the Education Officer with responsibility for pre-five education who can be contacted at the following address.

East Dunbartonshire Council
The Marina
12 Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 1234510

Email: jacqueline.macdonald@eastdunbarton.gov.uk

Parents should be made aware that they are entitled to take any complaints/concerns to:

Care Inspectorate
Central West Region
4th Floor
1 Smith Hills street
Paisley
PA1 1EB

Tel: 0345 600 9527

Useful Addresses

Greg Bremner
Interim Chief Education Officer

Education, People and Business Directorate
East Dunbartonshire Council
Southbank Marina,
12 Strathkelvin Place,
Kirkintilloch,
G66 1TJ
Office - 0141 578 8164
Email - Greg.Bremner@eastdunbarton.gov.uk

You should also note that you have the right to raise unresolved concerns with your local councillors.

All Councillors can be contacted at:

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
G66 1TJ



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 Teacher, will tell you of any important changes to the information.