



Renfrewshire
Council

Ferguslie Early Learning & Childcare Centre



Handbook



Dear Parents

On behalf of everyone at Ferguslie Early Learning and Childcare Centre I welcome you to our nursery. I hope you will find this handbook interesting and helpful. The purpose of this handbook is to provide information on all aspects of the nursery and the work undertaken.

Throughout this handbook we have tried to give you an impression of life in our centre and the ways we cater for the individual needs of each child. If the answers to your questions are not here, please do not hesitate to ask.

At Ferguslie Early Learning and Childcare Centre we have the wellbeing, happiness and holistic development of each individual child at the heart of our service. We provide them with a rich and nurturing environment that supports how they develop and learn. Highly trained staff ensure that children feel secure as they explore and investigate the play spaces both indoors and out. We provide children with a learning journey of experiences that supports their development whilst also meeting their interests. Our curriculum is play based and is influenced by the work of Friedrich Froebel. It challenges children as they participate in deep play opportunities that provide depth to their learning. The children's knowledge and skills progress as they acquire a deep understanding and can celebrate their personal achievements as they grow and move into the future. We consistently work to develop what we do and how we improve outcomes for children and families, and to meet the changing needs of the local community.

We look forward to getting to know you and your family and hope that you will soon feel a welcomed and valued member of Ferguslie Early Learning and Childcare Centre.

Yours sincerely

Audrey Copland
Head of Centre
Contact: audrey.copland@renfrewshire.gov.uk

Our Philosophy

In Ferguslie Early Learning and Childcare Centre we aim to:

Create a calm, peaceful atmosphere where children feel nurtured, respected and loved so that they blossom and grow, building a strong sense of confidence and self-esteem

Allow children to wallow in deep meaningful play experiences that will allow them to develop and learn at their own pace in a way that suits their learning style

Provide a learning space where children can be curious, creative and inspired by the caring, interested adults around them

Value and respect each child and their family as unique and individual. Recognise and understand others cultures and beliefs, and through consultation with children and families ensure that we listen and make changes that improves our practise

Encourage children to take forward their ideas and thoughts that ignite new interests and learning and share these with home

Ensure that effort and achievement is recognised and celebrated and that children have ownership of their journey

Understand the importance of family and community through making connections with home to give support to families when they need it

Develop children's awareness of nature through opportunities to explore outdoors and in the forest, where they will learn about caring for the natural world and living things



Nursery Information

Address: Tannahill Centre
76 Blackstoun Rd,
Paisley
PA3 1NT

Telephone number: 0141 618 3909

Email: ferguslieprefiveenquires@renfrewshire.gov.uk

Website: www.ferguslie-elcc.co.uk

Facebook: Ferguslie Early Learning Childcare Centre (closed group)

Twitter: @ferguslieearly1

No Smoking Policy
Renfrewshire Council operates a no smoking policy in all council establishments and their grounds, which applies to all staff and visitors.

Denominational Status: Non-denominational

Nursery roll:

- 0-2years - 9
- 2-3 years - 20
- 3-5 years - 64

Staff

Audrey Copland
Head of Centre

Shona McIntyre
Depute Head of Centre

Jackie Small
Senior E.L.C.C. Officer

Sarah McCall
Senior E.L.C.C. Officer

Aileen Darroch
E.L.C.C. Graduate

Early Learning and Childcare Officers

Anna Kotwica

Bernie Hill

Clare Anderson

Clare Booth

Carly O'Neil

Chloe Donald

Edith Nisbet

Emma Thompson

Gillian Thomson

Jane Wood

Justyna Watson

Kerry King

Kimberley Gray

Kally Reilly

Lynn Donoghue

Lindsay Struthers

Megan Collins

Myra McLroy

Rosemary McCluskey

Stephanie Wilson

Susanne Dalton

Stuart Finlay

Brooke McDaid
Modern Apprentice

Elaine Gordon
Senior clerical Officer

Support Workers

Katie Gray, Heather Brackenridge
Tracy Park, Eilidh Brown

Catering Assistants

Angela Pearson
Nikki Larkin

Environmental Services

Gail Copland
Liz Reeve

From August 2020 the Scottish Government is increasing the number of funded hours your child can get in Early Learning & Childcare from 600 hours to 1140 hours per year, and giving more choice on where and when you can use it. This means about 30 hours per week during school term time or around 22 hours a week if taken all year round.

All nursery places are allocated in line with the Council's admissions policy and the centre staff will advise you on how this policy operates when you apply for a place for your child. An admissions panel will meet monthly to discuss and prioritise applications early years centres within the area and representatives of the other agencies involved in supporting children and their families e.g. Social Work Department, Health Boards etc. A register of all applicants will be kept by the head of establishment. 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 and update information if circumstances change.

ADMISSIONS

If circumstances change which will affect the application you should notify the establishment.

A funded Early Learning and Childcare place is available for Renfrewshire Council children aged 2 years from a household in receipt of qualifying benefits or credits and also for every child aged 3-5 years.

We also offer a limited number of 0-2 years placements, paying places and wraparound (£3.85 p/h) - for more information regarding this please speak to a member of the management team who will be happy to give you more information in respect of family centre availability, cost etc.

Before a child enrolls in Ferguslie Early Learning and Childcare Centre, we are required to seek documentary evidence to validate a child's entitlement at this centre. Further detail on required documentary evidence and change of circumstances is available in the Education Department's school admission policy which is accessible on the Council's website.



Prior to Entry

A member of the management team and your child's key worker (a designated member of staff who has responsibility for a small group of children) will visit you at home. It is really important that your child makes the best possible start at nursery. The home visit allows you and your child to get to know the staff and ensures a familiar face on their first day at nursery.

We try to make this experience as positive as we possibly can (*experience has shown that children (and parents) are more relaxed when they are at home*). The home is a safe and secure place for your child and often we can see them as they really are.

During this visit enrolment forms, parental consent forms (tooth brushing, photographs etc.) will be completed and practical information regarding Ferguslie Early Learning and Childcare Centre will be shared; you will also be given your child's start date and placement information.

- *Please do not go to any special lengths in preparation for our visit. We do not expect tea or coffee, in fact this may interrupt us working with your child.*
- *We timetable the visits because we have a lot of children to see. If you need to cancel the visit, please telephone the nursery on 0141 618 3909 and leave a message to this effect. We will get back to you to rearrange.*

Please feel free to call in or phone to arrange a visit prior to enrolment or your child's first day at the centre.

On Entry

Please remember that the first few days at nursery will be a new experience for both you and your child. On day one, while the children visit their playroom, (0-3 years or 3-5) we ask the parents/carers to remain in the building. An individual settling-in programme will be discussed at this time. Some children do take longer than some to settle and we will plan to meet each child's needs. During the settling period you will be asked alongside the keyworker to complete an individual Care Plan giving us current information regarding your child's health, development, liked dislikes etc. This information will enable the key worker to gauge your child's stage of development and to plan individual learning opportunities.

Please remember:

- To bring a supply of spare clothes, nappies and wipes to nursery for your child. You will be reminded when the nappies/wipes are running low
- To provide a change of shoes preferably with Velcro fastening as - this encourages your child to become independent
- To close all outside gates and doors when entering and leaving the building
- To please **name all clothing and footwear** as the nursery cannot be held responsible for loss or damage to children's belongings.
- **To fold your pram** if making use of the pram shed.
- To sign your child in and out of the centre, letting us know if someone else will be collecting your child at the end of the sessions.

Transitions

Early childhood and family transitions influence children's day-to-day experiences and may have an impact in the longer term: for young children the first transitions may be into a care and early learning setting beyond the family and later into early primary school.

(Scottish Early Childhood, Children and Families Transitions Position Statement, 2019)

Children making transitions from home to nursery, room to room and centre to school is a crucial stage in both their development and their learning. It is therefore necessary for all stakeholders to co-ordinate an approach for transition arrangements that maximises continuity and progression in learning for all children and to ensure that they are provided for socially and emotionally at this key time.

Consultation is at the heart of our transition policy and good liaison with receiving nursery or school is essential if continuity and progression in children's learning and development is to be achieved. All your child's achievements will be passed on prior to transition. If your child experiences any problems in settling into the new environment we will make every effort to arrange his/her key worker to support the nursery attended.

Our transitional aims are to:

1. Plan effectively with parents, children, staff and other agencies to inform smooth and successful transitions
2. Focus on children's and families' strengths, creativity, capability and competence
3. Include all families in transitions processes, providing appropriate support to ensure equity
4. Provide continuity for children and their families
5. Develop strategies to assist parents and children engage with change

Core Hours

Ferguslie Early Learning and Childcare Centre is open from 8am - 6pm Monday to Friday and depending on your child's placement allocation specific times and sessions may vary.



To allow the children to benefit from their full nursery session please adhere to given times. If you need to collect your child before the end of the session please inform management who will advise a member of staff that your child will be collected early on this occasion. For health and safety purposes, when picking up or dropping off your child we ask that only one adult enters the playrooms.

Family Centre Security/Arrival and Collection of Children

- Within Ferguslie Early Learning and Childcare Centre we operate a secure entry system. Please ensure that you do not hold the door open for anyone coming in to the family centre behind you. We appreciate this is bad manners, but staff must verify who is entering the building, by using the video intercom system.
- It is essential that a responsible adult brings and collects your child. The person must be over 16 years of age. (In the interest of your child's safety you will be asked to complete a section on the enrolment form listing names of adults who are allowed to collect your child from the nursery. (To comply with General Data Protection Regulations please ensure that this person has given their permission to be added for this purpose) Anyone arriving to collect a child whose name is not listed on our records will be refused on entry).
- For additional security we have a sign in and out book, which requires to be completed on a daily basis.



Absence Procedure

If your child is unable to attend please contact the centre either in advance (if planned) or by telephone on the first day of absence. We care about you and your child so we monitor attendance carefully. This also ensures places are being used to best capacity for all families in the community.

We pride ourselves on having excellent relationships with our parents. If you are worried or anxious about any matter concerning your child please speak to your child's key worker or a member of the management team, who will do all they can to work alongside you to achieve a positive outcome.

To help us improve our service, throughout the year we will seek your views in a variety of ways, including questionnaires and consultations. We value the opinions of all our stakeholders and rely on feedback in order to maintain the high standard we provide.

- If English is not your first language we can arrange to have information explained in other formats.

Parental Engagement & Involvement



In Ferguslie Early Learning and Childcare Centre we pride ourselves in being an "open" school and we are committed to achieving and maintaining strong communication links with parents/carers, recognising that it is parents who are the primary educators of their children. The dedicated staff team are continually supporting the children to develop and enhance their skills and knowledge and we want to share all these achievements with you.

What are the benefits of parents getting involved?

- It is easier for children to learn when they get encouragement at home
- Children do better and achieve more when their parents are involved
- Children are happy when their parents are enjoying events in the school
- Parents are better able to help and encourage their children
- Parents can build their own confidence and skills

There are three main ways parents can get involved in supporting their children's learning:

Learning at Home

- Your children's achievements are important and we encourage you to share them with us. We encourage parents to make use of your child's Learning Journal (feel free to take this home) - adding any pictures from outings, home, parties etc. and comments regarding your child that you would like to share with us.
- Home Link Bags: We are passionate about fostering strong links between nursery and home. One way we do this is through our Home Learning Bags. The Bags have been put together to enable you to bring a little bit of nursery into your home. Each bag contains a different learning experience for you and your child to be involved in together. Please do not worry about misplacing any items as they are easily replaced.

Home/School partnership:

- Parents will termly receive an up to date progress report and twice yearly will be invited to a formal parent's night where keyworkers will spend time on an individual basis updating parents with review of progress information for their child.
- Learning to Play, Playing to Learn sessions are arranged annually (formally) however parents are welcome to spend time in the playrooms interacting with their child at any time. Just speak to your child's key worker for dates/times.
- Book bug sessions are held twice a week. Going to a Bookbug Session is a great way for families to spend time bonding with each other and meeting other families in their local area. Bookbug Sessions can also help to build children's social skills and support their speech and language development. Most importantly, Bookbug Sessions are fun!

Parental representation:

- Parents opinions and ideas matter to us and our inclusive approach ensures us that parents have the opportunity to express their views and have these taken into account. Over the term you will be invited to participate in the reviewing of centre policies, in identifying priorities for our Improvement Plan and making decisions on budget spending.
- We are constantly thinking of innovative ways to share and keep you up to date with family centre news and activities. Please ensure you read our notice boards, website, newsletters, daily feedback sheets, and text messages, attend information sessions such as Coffee & Chat and register with our social media accounts on both Facebook and Twitter.
- The Parent's Committee is a very important part of Ferguslie Early Learning and Childcare Centre life. We are always keen for new parent's to come and join us. If you are interested in becoming part of the committee please inform your child's key worker, Bernie or Jackie.

Our Pedagogical Approach to Children's Learning

Within Ferguslie Pre-five Centre we value the opportunities and experiences we provide for our children. The learning and teaching that they take part in is influenced by a philosophy based on the work of Friedrich Froebel, an educational pioneer from the nineteenth century. His journey began with spending much of his time in the garden as a young child and his experience of deep and meaningful learning that took place within the outdoors. Family and community were of central importance to Froebel, a value that we share within our service, he stated that, "family and community are at the heart of education". We believe that children learn best when they have the freedom and opportunity to follow their natural curiosity, where their creative talents are nurtured and when staff can create small episodes of play into deeper play experiences.

Froebel's Gifts and Occupations

Froebel created a series of simple but creative planned materials he called "gifts and occupations". These together with nature, stories, movement games, songs and rhymes were integral to his education approach. It's not just the resources but the ideas underpinning them that were important to Froebel. Materials on their own were not enough. Adults had to engage with and understand the processes of development in the child.

Occupations are particularly important for developing an understanding of two and three-dimensional materials, for problem solving and developing physical skills, and for representing, expressing, communicating and being creative. Resources can be simple but open ended, offering a wide variety of creative possibilities. Some examples of the key resources used today are, Heuristic play resources, things children can take apart: old clocks/computers/bikes, open-ended resources, clay, woodwork, sewing, sticks and peas, sand and water.

The resources are just tools for thinking, representing and communicating and children see potential in materials an adult may not anticipate. Learning is a social process and children learn with and through others. The richest resources of all are there for the other children and the adults around them.



We have a real passion to increase the opportunity we give children to develop, learn and then flourish. Our children engage in play that enables them to link and organise learning allowing them to reach it to the deepest levels. Research shows that mature play turns into mature work, which helps our children to develop skills for later life. Staff help children to embrace this and have a sound understanding of child development to tailor how they deliver the learning for individual children's needs. We strive to build on the role parents play engaging them in their child's learning journey. We hope that together this will be built on and sustained as our children move through the education system, with barriers being removed to ensure that they continue to be given the best learning opportunities to succeed.

Treasure Basket

The developing brain of a baby moves fast as the baby learns from the stimuli of their surroundings, processing information gained from using their sense of sight, touch, taste, hearing, and movements.

"The use of treasure basket is one way that we can ensure a richness in the babies experiences when the baby is ready to receive, make connections and so to make use of this information" (Goldschmeid, 1995)

Variety and Quality of Play

The collection and variety of everyday resources that are found in the treasure basket, supports the child to pursue vital learning for which they are developmentally ready.

Discovery Concentration and Decision Making

Within Ferguslie Pre Five Centre staff encourage exploratory play with babies using this method, knowing that as the baby explores these natural resources that this is the first step in the decision making process. As the babies make connections and their curiosity is aroused by the variety and the capabilities of the resources their concentration is lengthened as they continue to explore and experiment.

Loose Parts Play

In the play environment, loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials. Loose parts can be natural or synthetic. Here are some reasons why the areas where children play include a range of loose parts:

- Loose parts can be used anyway children choose
- Loose parts can be adapted and manipulated in many ways
- Loose parts encourage creativity and imagination
- Loose parts develop more skill and competence than most modern plastic toys
- Loose parts can be used in many different ways
- Loose parts can be used in combination with other materials to support imagination
- Loose parts encourage open-ended learning

Heuristic Play

Heuristic play is defined as, "a system of education under which the pupil is trained to find things out by themselves" (Goldschmeid, 1995)

This approach is for children who are more mobile and takes place in a more controlled environment which is prepared with a variety of interesting natural resourced stimuli.

Heuristic play which takes place twice per week provide children at Ferguslie Early Childcare and learning Centre with the opportunity for spontaneous epistemic play in an area conducive for deep level discovery and learning. Small groups of children are encouraged without adult intervention to investigate and explore an abundance of materials which support their learning and development.

The resources provide endless opportunities and helps sustain children's natural curiosity. As children discover the possibilities of resources such as corks, pegs, chains and pipes they will modify and change their theories developing their cognitive abilities.

Heuristic play provides children with opportunities to test theories. To problem solve and discover how things work with increased depth at a pace dictated by the child. This allows them to make more meaningful deep connections.

Science, Technology, Engineering and Maths (STEM)

STEM is a national priority and it is essential for children in order to developing children's skills for life, learning and work. In Ferguslie Pre-Five Centre the children are provided with opportunities to develop their skills in STEM. We take a literacy-based approach through using stories that support children to develop their creativity and inquiry skills through familiar contexts.

The children use their imagination and are supported to develop skills to enable them to: design, plan, build, test improve and record. The children are also being exposed to new vocabulary like prototype.

STEM links in with Froebel's idea about play being central children learning best through hands-on exploration which is clearly visible with the current focus on STEM learning. STEM also facilitates the children in playing with the resources for example, using block play in order to explore, experiment and trying things out, this enables children to pursue their own tasks and to solve problems which are real and meaningful. Children get the opportunities to collaborate with others and solve problems together which is meaningful to them. They learn through trial and error and repetition.



Skills for Learning, Life and Work

At Ferguslie Pre-five Centre our children have a natural curiosity about the world around them. Through a variety of play contexts our children understand the different jobs people do within the world of work. They engage in projects that develops a depth of learning and to scaffold this we connect to and work with local businesses and professions. We value the uniqueness of each child connected to our centre within an environment where they develop their skills to make choices, know the decisions they make during their play are valued and can understand what success feels like as their achievements are celebrated.

Passionate educators support the family to nurture this natural curiosity and through working together give our children the skills to be all they can be and the desire to be even more.



Sand

Sand is another material within Ferguslie Pre five Centre which is on offer to allow children to help developed epistemic play. Sand play permits the children to make and test theories and stretch the child's imagination as well as providing opportunities for children to learn through their senses. Children have daily opportunities to participate in sand play, wet and dry. Using a range of natural and familiar resources that children have previously encountered,. Children have an understanding of the capabilities and can use this to develop new concepts. By exploring the open-endedness of sand with the children, imagination and creativity can be developed by the carefully chosen provision of resources that are responsive to the children's ideas. By the careful selection and presentation of these resources opportunities for problem solving, cooperation and flow of ideas to create solutions can be found. Through digging, filling, emptying, sifting, pouring and building children within Ferguslie Pre five Centre discover the capabilities of themselves and that of the sand. As they explore how the sand moves and flows this helps develop the early concepts of numeracy, literacy and science. Sand is offered to children in many ways at Ferguslie Pre five Centre both indoors and outdoors, wet and dry. Children have opportunities and resources that facilitate the transportation of sand to other areas within the nursery.

Playing to Learn

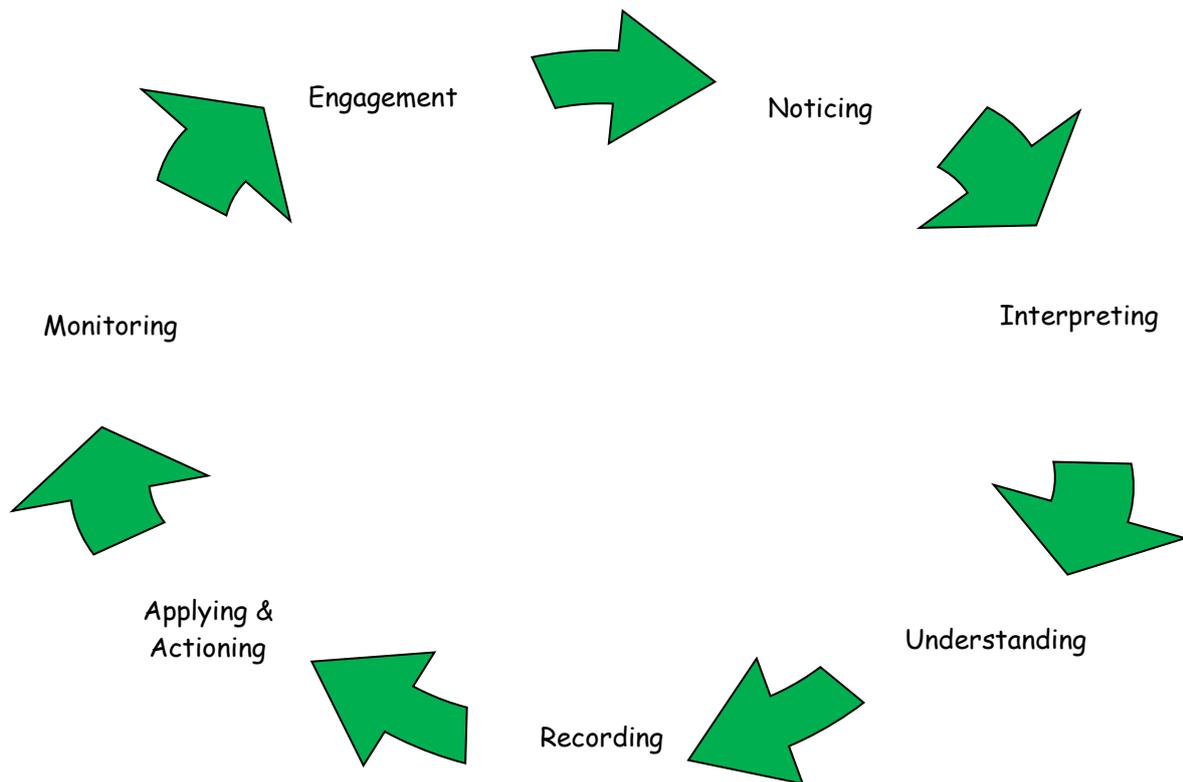
We know that children who are deeply engaged in real play are truly learning. Children need time, space and people who encourage play so that it can flourish and develop with depth. Play is a powerful tool that we use to observe the learning children have been developing; it takes children to their highest forms of learning. It is a resource which remains deep inside the developing child encouraging adult creativity, problem-solving and imagination. These are all skills that lend themselves to the development of future learning. Children who become good at play have good concentration; this is one of the most important predictors of their later academic success. It was Froebel who took the natural play of children and gave it educational status. We want our children to be creative, caring citizens who have dreams and ambitions, and a spark within them, who are able to collaborate and make decisions for themselves. As adults we need to keep children in their world of wonder for as long as possible, not take them away from it before they are ready. If we don't understand the value of real play then we are potentially inhibiting the next generation of would be dreamers, explorers doers and makers. Play is at the heart of all we do.



Supporting Young Children to Learn at Ferguslie Early Learning and Childcare Centre

At Ferguslie Early Learning and Childcare Centre we understand that children are unique individuals and active participants in all that happens around them, with particular needs, interests, preferences and capabilities. Children's views and attitudes are shaped from a very early age and being part of a family and community helps to determine individual values and beliefs.

Our planning for learning cycle



Assessment reflects an understanding of what is happening to children as they develop. The purpose of assessment at Ferguslie early Learning and Childcare Centre is to:-

- plan effectively for children's current and future learning
- communicate children's learning and progress
- monitor and evaluate children's progress towards achieving their learning outcomes and identifying potential difficulties
- identify children who may need additional support in order to achieve specific outcomes, assisting families to access specialist help and ensure that support is provided
- evaluate the effectiveness of the learning opportunities, environments and experiences offered and the approaches taken to enable children's learning

Learning Support

Where a child is having difficulty with an area of development, staff will work with parents to find ways of giving support. Occasionally, it is necessary to call on the expertise of others to advise on children's problems. We have very close links with Health Visitors, Speech and Language Therapists and Educational Psychologist. Contact with outside agencies would only be made after discussion with parents. Parents can also approach all of these services independently.

Team Around the Child

The purpose of this multiagency approach is to ensure that the intervention/support given suits the individual needs of both the child and the family. The team of professionals would include parent/carer, Head or Deputy Head of Centre, key workers, Kirsty Forrest, Educational Psychologist, and any other identified workers. The nursery can offer a variety of support with the help of various agencies.

Kirsty Forrest our Educational Psychologist works in partnership with families and other professionals, to help children and young people achieve their full potential. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. No discussion regarding a child would take place between nursery staff/Psychologist without first being discussed with the parent.

Children requiring specific strategies will be given a support plan. This individual plan will be specific and solution focused and will be shared with parents and reviewed on a termly basis.

Child Protection

At Ferguslie Early Learning and Childcare Centre we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils, which promote inclusion and achievement.

All staff in Education has a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse. Staff privy to information cannot keep it to themselves if a child may be at risk. Information will be treated with extreme sensitivity and will only be passed on to those professionals who are in a position to protect and support the child and the family.

Our child protection policy and procedure sets out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These policies are designed to ensure that children get the help they need when they need it. Every staff member undergoes a minimum of one child protection training activity annually. Many of our staff are more extensively trained in specific areas of child protection to support and identify potential child protection concerns.

The Child Protection Co-ordinator for the centre is Shona McIntyre. If you wish any further information or a copy of the school policy, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see either Audrey or Shona.

Tel no: Social Work Department 0300 300 1199



Snack Time

A snack is provided for the children both morning and afternoon. Over the course of the week the children are encouraged to eat a variety of healthy foods such as fruit, cheese and vegetables/dip along with milk or water to drink. Snack menus can be found 0-3 playroom on white board outside playroom entrance and 3-5 playroom above snack table in the atrium.

Water is available throughout the day and drinks are always given following any physical exercise.

Please let us know if there are any foods that your child should not have.

We are a NUT FREE centre.

Healthy Lunches

A two-course lunch is provided daily for children who attend over the lunchtime period. The weekly menu is displayed on the parent's notice board. The cost for lunch is £2.20 per day.

Children who have a special dietary requirement can be catered for. This should be discussed at enrolment with the Head or Depute Head of centre or your child's keyworker.

Lunchtime for the children is a nurturing experience and we endeavour to deliver lunch to children in a more home like environment. Children are encouraged to develop their independence, self-help skills, confidence and social skills. We do this by supporting children to help set the table for lunch, serve themselves their food and help others. Serving themselves their lunch ensures children make healthy choices, discuss food and develop their conversational skills with others. The atmosphere of the lunchtime approach is very relaxed and at a pace suited to individual needs of the children.



The children help to decide what will be served for snack and shop for the foods.

The children bake their own bread which is served the following day for snack.



Changes to Personal Details

It is crucial that you inform us immediately of changes to your personal details, including change of mobile numbers and change of address. You will understand the importance of being able to contact parents in the event of an emergency.

Emergency Closure Arrangements

Establishments may be affected by, for example, severe weather, power failure or difficulties with heating. If this happens we will do our best to inform you about the details of the closure either by telephone, in the press or on local radio.



Medical Information

If your child is in need of medication during centre hours, you should discuss details with the Head or Depute Head of Centre or your child's key worker. Prescribed drugs will be given at the discretion of management. A medical form, which authorises staff to administer the drugs to your child, must be completed by the parent/carer and authorised by a member of management. In the event of your child being prescribed antibiotics it is recommended that the child must be treated for at least 48 hours prior to returning to nursery.

Illness

Please let us know if your child is unable to attend nursery - a telephone call will do. If your child becomes unwell, we will make the child as comfortable as possible and then contact either yourself or one of the emergency contacts. Please let us know immediately of any change of address or telephone number. If we were unable to contact anyone, we would contact emergency services directly if necessary.

If your child is unwell prior to coming to nursery, it is important that you keep him/her at home. This will ensure a speedier recovery and prevent other children or staff becoming infected.

Sickness - Diarrhoea

If your child has been sick or had diarrhoea please do not return to nursery until:

Sickness - 48 hours have passed

Diarrhoea - 48 hours have passed.

Accidents & Incidents

Minor accidents/incidents will be dealt with in the nursery by staff and/or our trained First Aiders (Jackie/Rosemary). Accidents/incidents are recorded on our accident/incident paperwork and you will be asked to sign this when you collect your child.



Visits to the establishment by medical staff

On occasions there will be visits made by Health Board Staff e.g. Dentist, Optician. Parents will be given advance notice when it is their child's turn for a check-up. Parents are welcome to attend.

Suitable Clothing

All children will have their peg/ in the cloakroom where you can leave a change of clothes e.g. trousers/skirt, t-shirt, pants socks etc. We have a very limited stock of spare clothes therefore it is important that your child's bag is replenished after use. It is essential for every child to have a pair of soft shoes to wear within the playroom. Apart from comfort it is more hygienic and therefore essential that your child changes from outdoor shoes.

When dressing your child for nursery we ask that you consider the following:

- Children enjoy taking part in 'messy' activities and although every effort is made to see that they wear the aprons provided, accidents do happen.
- We encourage every child to become independent in self-help skills such as going to the toilet on their own. (belts on trousers, stiff buttons etc. can make this difficult)
- Outdoor learning is an important part of our curriculum, and to allow this the children should be suitably dressed for the weather e.g. warm jacket, wellies, hat, gloves etc.
- We would appreciate if you would not dress your child/children in football clothing.

PLEASE NAME ALL CLOTHING AND SHOES.

Family Centre Funds

We strive to be generous with the children's snacks and treats throughout the year and your donation is now more important than ever. We aim to keep costs to a minimum and request that you contribute £2 to the fund on a weekly basis. The fund also pays for your child's parties, Christmas presents, trips, outings and consumable materials required for your child's play and learning experiences. If all parents contribute, this will ensure all children receive the same high standard of healthy snacks and quality play activities. I thank you in anticipation of your goodwill and generosity.



Centre Policies



Our centre's policies are a set of rules and principles that aims to establish boundaries for acceptable behaviour and guidelines for best practices within the centre. In addition, an important purpose of policy/procedures is to ensure consistency.

For information regarding the centre's policies, local/government inspection reports, Standard & Quality Report and Improvement Plan please see links on website.

Equality

Renfrewshire Council is committed to ensuring equality and fairness for all. In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek to-

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relationships between people who share a protected characteristic and those who do not



Suggestions and comments

We are always seeking to improve the service that we provide. Any suggestions or comments from parents are always welcome. Please share your thoughts and ideas with staff and other parents by contributing to our termly newsletter, or through discussion with a staff member.

Complaints

If you are upset by any incident, which has happened at the nursery there are several courses of action open to you, discuss it with a member of staff or discuss it with the Audrey Head of Centre. If you feel that any query or concern has not been dealt with effectively by the Head of Centre then you can contact the following agencies for further support or guidance:-

Renfrewshire Council, Children's Services
Renfrewshire House,
Cotton Street
Paisley
PA1 1AN
Tel no: 0300 300 0300

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY
Tel no: 0345 600 9527

Although this information is correct at the time of printing, it should not be assumed that there will be no change affecting any of the matters either before the commencement or during the course of the school year or in relation to subsequent years.