

Castlehill Early Years centre



Handbook 2023-2024

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Welcome

Hello, Welcome to Castlehill EYC, we hope you find all you need to know throughout Handbook book and website. If you have any questions or anything you would like to discuss further, please feel free to contact us between 8-6 Monday – Friday and we will do our best to help.

Name of Centre: Castlehill Early Years Centre

Address: Rosslyn Rd, Bearsden

Telephone No: 0141 955 2216

Email Address: office@castlehill.e-dunbarton.sch.uk

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

Vision, Values and Aims

As one of East Dunbartonshire Council's Early Year's Centres, the vision, aims and objectives for this individual centre have been considered by our Head teacher, Depute head of centre, Seniors Early Years workers, Early Years Workers and support workers.

Our vision

At Castlehill we strive to be an inclusive community of learners, which all our children feel safe, nurtured, included, respected, responsible, active, healthy and are achieving.

Our Values

We value respect, honesty, inclusivity, self-worth, relationships and success for all will help us achieve this vision.

We aim to:

- Build a community that is based on feeling safe, respected and cared for.
- create a safe, welcoming, inclusive and happy community;
- Build positive relationships with all stakeholders
- ensure that all our children experience success and maximise their potential;
- provide a range of effective learning and teaching approaches which meet the needs of all our learners;
- support our children and ensure that barriers to learning are addressed;
- enable our children to achieve the four capacities of Curriculum for Excellence and become successful learners, confident individuals, responsible citizens and effective contributors
- provide effective leadership and commitment to quality.

Introduction to Castlehill EYC

Castlehill Early Years Centre is a well-established centre attached to Castlehill Primary School. The Centre can accommodate 80 children age 3-5 years and 20 children age 2-3 years. The centre is open 48 weeks of the year from 8am-6pm.

The centre is comprised of 2 (3-5) playrooms indoors, one for 2-3 year olds. There is a large outdoor space including a woodland area and grass play space. The centre has a lot of surrounding space with access to school grounds including gym hall and library and the location is central to all the local schools.

We have a large foyer for children to store their coats and belongings, there is also a quiet calming space within this area.

Access to the centre

Access to our nursery is from the entrance on Abbotsford Road behind the Primary school.

Parking in the centre is limited, if you come to centre by car it is suggested that if the car park is full, you park safely and lawfully on the side streets beside or across from the centre.

Staffing

Head Teacher –

Mandy Thompson–

Deputy Head of Centre –

Hazel Muir & Stephanie MacPherson (Currently on Maternity)

Early Years Teacher-

Helen T- F Julie M

Senior Early Years Worker –

Valerie Fiskén, Michelle Gray, Shirleyanne Lloyd

Early years workers –

Yvonne, Angela C, Sophie McM, Rachel, & Toni

Angela Mc, Debbie, Lorna, Connie, Najma, Ellie, Claire & Shelagh.

Sophie McB & Susan Y

Linda, Laura, Susan B, Laura MCH

Clerical assistants –

Ann Paul (M,T) Eleanor Shannon (TH,F) (alternate W)

House keeper –

Angela Simpson

Cleaning staff –

Roseanne

Staff are always happy to discuss your child's progress/ concerns with you.
Please contact the centre to arrange an appointment.

Service delivery

Within the 3-5 Room children are entitled to 1140 hours' free childcare from their 3rd birthday. We can offer these sessions as seen below, (Availability dependent)

- 8.00am – 12.45pm – Monday to Friday (lunch included)
- 1:15pm- 6pm – Monday to Friday (Lunch included)
- 2 full days and 1 half day.

Within the 2-3 Room

- 1140 funding is available to those eligible for this, please see council website for list of eligible criteria. For 1140 Session can be offered as above.
- For Paying Places Parents can select Full day or half day sessions, at a minimum of two sessions.

Important information regarding service delivery

- If your child attends the morning session, please endeavour to have him/her in the nursery by 8.50am and ensure that he/she is collected no later than 12.45pm.
- If your child attends the afternoon session, please endeavour to have him/her in the nursery by 1.30pm and ensure that he/she is collected no later than 6pm.
- The centre closes and staff leave at 6pm.
- The nursery is open all year round (excluding public holidays and in-service days and between Christmas and New Year) from 8.00 am – 6.00 pm
- Always collect your child on time, as he/she will be waiting for you and the centre operates on a strict adult/child ratio.
- We operate a staff/child ratio established by the Care Inspectorate Scotland.
- In the 2-3 Room we have 1 staff member to 5 toddlers and in the 3-5 Room has 1 staff member to 8 children. Where children's needs are considered smaller ratios may be implemented.

Service Information

Attendance

Although there is no statutory attendance procedure in pre-five establishments you are asked to ensure that your child attends nursery regularly. If your child is absent, please telephone and let us know the reason for his/her absence. We follow East Dunbartonshire's policy and it is the

responsibility of every parent to contact the office before 9.30am or 1.30pm and inform the staff why your child is not in attendance.

If parents do not inform the centre of their child's absence, the centre will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). In some exceptional circumstances, where the centre believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. These measures are put in place under the Child Protection Policy.

Arrival and Collection of Children

- It is expected that a responsible adult will bring your child to and from the nursery.
- In the interests of your child's safety you should make a point of telling the staff members if he/she is to be collected by someone unknown to them, there is also a space on the register for you to highlight who is collecting. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.
- All authorised people must know your child's password and if staff have not met the person collecting previously, they must also bring a form of identification. Parents must notify the centre of any changes to the person collecting your child. We will not release your child to anyone we are not expecting or to a new person with no password or identification, until we have spoken to the parents.
- To support children rights to play, be kept safe and their right to an education we only invite parents into the centre between the hours of 8-9:15 & 4-6, this is to reduce the interruption for children and to ensure health and safety. Drop off and pickups out with this time are done at the front door. In adverse weather we will do our best to bring parent inside the first door.
- We ask that only 1 parent per child enters the building to reduce traffic in the foyer.
- We ask that parents are responsible for signing their child in when inside the building and staff will complete this out with the timings stated above.
- Parent are not permitted to enter the children's toilets at any time. Please ask a staff member for support if your child requires the toilet.
- During drop off and pick up these times can be busy therefore we are unable to give lengthy detailed feedback, Staff will always give some detail of how your child's day has gone, however in the instance that you want to discuss your child's progress further please arrange an appointment where we will be happy to do this at a time that suits the centre and yourself. In exceptional circumstances another format for communication may be out in place if there is essential information required to be passed on regularly.

- We ask that when parents enter the building that you do not enter the playrooms, this is to reduce interruption and upset to children's play and learning.

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Centres may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, social media, group call, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk.

It is important that parents keep contact details up to date in order for us to contact you in an emergency situation.

Emergency Contacts

Parents whose children are in the centre are asked, to provide the centre with the names, addresses and telephone numbers of two contact persons (who live close to the centre) for use in case of an emergency.

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

Day to Day – important information

Meals and snacks

For children that attend for 1140 funded sessions, they will be provided a funded hot meal for the full days of funded attendance. For unfunded sessions parents can purchase a hot lunch or provide a healthy packed lunch. We have a healthy pack lunch policy we can provide for this.

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 strictly follow the Setting the Table (NHS Scotland 2018) guidance and only serve water and milk, no juice is permitted unless under exceptional circumstance.

There is no need to provide a water bottle for your children as water is freely accessible with cups.

Treat Fund

We request that parents contribute 40p per day to our Treat Fund. This will be used to buy snacks, baking items, events, Graduation and Christmas presents for the children. The treat fund is our main source of income and is also used to pay for outings, parties etc. This can be paid weekly, monthly or termly. A receipt will be issued at time of payment.

Photographs/Videos

Photographic and/or video recordings are made for educational purposes. Every parent will be asked to complete permission forms for internal and external photographs, electronic learning journals (including use of photos on our website). The centre will analyse the returns and provide nursery staff with a reference sheet. We hope all parents will agree to the internal use of photographs and use of photography and videos for the electronic journals and centre website.

Oral health

Castlehill will participate in the Oral Health programme. Should parents not wish their child to participate they must inform Centre of their decision. When there is an outbreak of illness, this will be paused until safe to return.

Accident and Incidents

Although we hope that these will be few and far between, realistically with little ones that we encourage to take appropriate risk and develop their independence skills there will be accidents and incidents.

The centre records accidents and incidents that occur in the centre. Parents will be asked to sign any paperwork to record that they have been informed. In the event of any head injury all parents will be called to inform them of this and a copy of the accident record will be issued when the parent collects. For all accidents/ incidents that do not include a head injury parents will be asked to sign the record form and if requested a copy can be given away.

In the event of a child requiring medical assistance/hospitalisation, we will either phone an ambulance and the parents or where required the Head of Centre/ Depute Head of centre will escort a child to the hospital either by ambulance or if required by car with another staff member to support the child until the parent arrives.

Where a child has had an injury requiring medical assistance, the care inspectorate and EDC Health and Safety department will be informed.

Medication

If your child is in need of medication during his/her time in the centre, you should discuss his/her requirements with the Depute Head of Centre/Senior Early Years Worker. Prescribed medication will be given at the discretion of the Head teacher or Depute head of centre and you will be required to fill in a form. Medication forms will be given to you by a member of the centre staff.

If your child had any significant medical needs please speak to senior leadership team as soon as possible to ensure the correct support, training and documentation is in place for the child starting or returning to the centre.

We follow a strict medication policy supported by the care inspectorate's guidance we must ensure correct policy and procedure is followed. We will not administer any medication that has not been prescribed, we will only prescribe the dose written on the label of the medication. Medication must arrive in its original packaging with the prescription label clear, we will not administer the first dose of a new medication, due to the dangers of allergies.

Unwell children

If your child is unwell we ask that they do not attend the centre. Children who attend the centre unwell are at risk of spreading infection, taking longer to recover and risking those who have weak immune systems. We strictly follow the NHS exclusion guidance on all illness, for example you must not attend the centre for 48hours after your last symptom of sickness or diarrhoea.

If your child appears unwell while in the centre, contact will be made with you in the first instance, if we cannot reach you we will contact the child's emergency contact. It is important you ensure your details are always up to date.

Whilst we wait for the child to be collected we will obtain the best medical attention as appropriate, by calling 111 or an ambulance if necessary.

Suitable Clothing

Children will be assigned a drawstring bag when starting at Castlehill. It is required that two changes of clothes are provided and will be kept in this bag. Parents are required to check this bag weekly and keep it full. Socks and pants are an essential. Extra clothes should be provided when your child is toilet training.

Outdoor learning will be a key focus in our centre. We will encourage children to access outdoor learning in all weathers. This makes it extremely important that children have the appropriate clothing required. Staff will

support children with changes of clothing and will encourage children to wear the appropriate clothes for the weather.



WHAT TO WEAR IN SUMMER

1. Waterproofs preferably trousers and a jacket for ease of toileting/changing.
2. One pair of comfortable trousers jogging bottoms or leggings
3. One t-shirt, light long sleeved t-shirt
4. One pair of socks
5. Wellies
6. A sun hat for sunny days
7. Spare trousers & socks in backpacks more than one set of each plus underwear



WHAT TO WEAR IN SPRING/AUTUMN

1. Waterproofs preferably trousers and a jacket for ease of toileting/changing.
2. One pair of comfortable trousers (jogging bottoms or leggings)
3. One thick jumper
4. Two pairs of socks. On the bottom, one thin cotton sock, and the top, a thick wool or fluffy bed sock
5. Wellies
6. Spare trousers & socks in backpacks more than one set of each plus underwear



WHAT TO WEAR IN WINTER

1. Warm fleece lined waterproofs preferably trousers and a jacket for ease of toileting/changing.
2. Base layer – thermals top and leggings (merino wool recommended)
3. Next bottom layer - fleece or other warm tracksuit bottoms
4. First top layer - long sleeve t-shirt or thin jumper
5. Second top layer - fleece jumper
6. Third top layer - fleece jacket
7. Neck scarf& hat and waterproof fleece lined mittens plus spare mittens
8. Four pairs of socks. Two pairs to wear on the bottom, one thin sock, and the top, a thick wool or fluffy bed sock and two spare pairs to be packed in the backpack plus underwear.
9. Waterproof fleece lined snow boots with Velcro fastening

Children have the best fun when they are doing messy work. We will always try to make sure they wear aprons, but we ask that you do not send them into the centre wearing anything you are not happy for them to get dirty.

Please remember to keep changes of clothes in your child's bags for accidents or to change wet clothes etc.

It is very important that all clothes are labelled as a number of children have the same or similar items of clothing. Staff cannot take responsibility for lost clothing that is not labelled.

Excursions and Consent Forms

You will be required to complete consent forms if we are-

Off Campus – planned/ ad hoc local trips which is one in which no form of transport is used and one permission form covers the complete session.

Extra-Curricular Activity – is one in which some form of transport will be used and an individual permission form will be required.

When outings or excursions for children are planned, a senior member of staff or a member of staff will advise you in advance. Usually this is done through newsletters, individual letters or notices displayed in the nursery. You will be asked to complete consent forms, which give your permission for your child's participation if appropriate. Please note that children cannot take part in

outings unless completed consent forms have been submitted by their parent/guardian.

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 one major fund raising event per year which helps pay for the summer outings, up to date resources, Christmas presents, visiting theatre companies, etc.

We appreciate any support that we receive from our families and the surrounding community. We are always looking for innovative ways to fund raise for the nursery and we are open to new ideas.

Community engagement

In Castlehill EYC we recognise the importance of 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 centre to meet the children.

We recognise the benefits in children sharing their world with the older generation and have a programme with our local care home, the children make visits to their facilities and we welcome them along to play with us in centre, we value these relationships.

Sharing Information

Information will be displayed in the foyer on the parent information wall and also through electronic journals, group call, Blog, letters, calls, and newsletters.

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

Our Equal Opportunities and Social Inclusion policy

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

The centre believes that children 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 Children being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

Non-denominational policy of the centre

The nursery is non-denominational. We respect and welcome children and parents of all religious, faiths and beliefs.

Development of Children's' Spiritual, Moral, Cultural and Social Values

The centre is committed to supporting the development of its Children's as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

The centre is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

§ Eliminate discrimination, harassment and victimisation;

§ Advance equality of opportunity between children and young people who share a characteristic and those who do not;

§ Foster good relations between different groups.

The centre will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

Settling & Transitions

We recognise that transitions play an important factor in children's wellbeing and capacity to learn and develop.

Every family is invited to visit prior to starting in Castlehill EYC, where they will be given information about the centre and will complete an enrolment pack. Every child will have a settling in period that will be tailored to their needs to ensure their wellbeing within our setting.

Senior practitioners will contact centres for children transitioning from another centre and build relationships with split placement centres.

We will pay close consideration to the daily transitions within our centre and sensitively respond to develop children's understanding of routines, support them through their time in the centre and from moving from 2-3 to 3-5 room.

All children transitioning to the school will participate in the transition program related to that school and general transition experiences within the centre. Teachers from other link schools will be welcomed into the centre to observe transitioning children. Keyworkers will prepare transition reports for pre-school children which parents can contribute to. Electronic Learning Journals are emailed to link schools.

Reflection and Improvement

At Castlehill EYC we will evaluate quality of practice, our environment and learning opportunities monthly. We will refer to the frameworks – Curriculum Benchmarks, How Good is Our Early Learning and Childcare, Realising the Ambition, Health and Social Care Standards, My World Outdoors and Room to Grow. Self-evaluation outcomes influence the improvement plan and direction of the early years.

Practitioners will attend regular meetings to share information and discuss planning. Practitioners engage in peer evaluations to share good practice and professional dialogue with each other.

Parents are consulted for their views and input to the developments throughout the year.

Senior leadership team observes practitioner practice termly and provide feedback to practitioners to celebrate and develop practice.

Standards and Quality Report

Every year each centre publishes a Standards and Quality report which highlights the centre's major achievements.

Improvement Plan

Our priorities for the years of 2023 – 2024

Enabling environment To raise attainment in numeracy and maths, through a maths rich environment.
Parental Involvement To embed parental involvement in their child's learning, including supporting ASN. To embed parental involvement in the life of the centre.
Review of Vision, Values and Aims

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.

At Castlehill EYC we follow EDC Child Protection and Care and Welfare policies to ensure our children are safe. Every child will have a completed GIRFEC Personal Care Plan at induction which informs practitioners of the

child's needs and stage of development. At Castlehill EYC we will ensure we contact other split placement or transition centres to build relationships and/or request a report about the child's wellbeing and development. Practitioners are trained annually on Child Protection policy and procedures.

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 request 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 or Depute head of centre about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head of Centre considers that there is a possibility that a child has been harmed or is at risk of harm, the Head of Centre is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School 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.

No Smoking Policy

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

Insurance

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

Transport

Transport is not normally provided for children attending pre-five establishments. The Council may, however, provide transport to and from nursery for children with special needs who may require to travel some distance to take up their placement. Generally, parents are expected to make their own travel arrangements.

Learning Teaching and Assessment approaches

At Castlehill EYC, in the 3-5 rooms the Curriculum for Excellence, My World Outdoors and Realising the Ambition are some of the documents we use to plan our learning environment and experiences we provide to support children's learning. We refer to the 7 curriculum principles to ensure the quality of the learning and teaching.

- **Challenge and Enjoyment-** To ensure the children find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.
- **Breadth-** All children should have opportunities for a broad, suitably weighted range of experiences.
- **Progression-** The children should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.
- **Depth-** There should be opportunities for children to develop their full capacity for different types of thinking and learning.

In our Under 3's playroom we focus on documents such as Pre-Birth to 3 and Realising the Ambition to plan learning opportunities. We refer to the four principles:

Rights of the Child

All children should be valued and respected at all levels and have the right to have their views heard and acted upon.

Relationships

Relationships are important, providing the starting point for development, learning and creating trusting relationships with families.

Responsive Care

Responsive care means knowing and accepting each child and respecting each child as an individual.

Respect

Each child is an individual, a person who has the right to be responded to and treated with genuine respect and dignity at all times.

There are nine features recognised which help practitioners promote these principles all of which are equally significant and relevant in encouraging the children's individuality and development. These are as follows:

- Role of the Practitioners
- Attachments
- Transitions
- Observations, Assessment and Planning
- Partnership Working
- Health and Wellbeing
- Literacy and Numeracy
- Environments
- Play
- Personalisation and Choice- The curriculum should respond to individual needs and support particular aptitudes and talents.
- Coherence- Taken as a whole, children's learning activities should combine to form a coherent experience.
- Relevance- Children should understand the purpose of their experiences. They should see the value of what they are learning and its relevance to their lives, present and future.

Outcomes

Our learning environment

At Castlehill EYC we will ensure our environment provides a welcoming, nurturing ethos and a stimulating physical environment for children to play and learn. We have 1 room that accommodates 20 2 year olds and 1 open plan room that accommodates 81 children aged 3-5 years old. We have a large outdoor covered space with mezzanine level and a garden for children to explore, create, problem solve, learn and achieve. The children are fully involved in planning for the environment and choosing learning provocations that interest them. Children have free access to indoor and outdoor learning daily.

With our innovative environment and open access to outdoors for children to enjoy the world's natural playground, we believe that children will have long

term benefits from outdoor learning. Children will have experiences across the curriculum and will also develop their awareness of risk from participating in risk benefit play such as challenging physical equipment, climbing trees, using real tools and participating in woodwork and Forest Schools.

In the Bearsden community we are well served by Primary Schools which will contribute greatly in our transition programme for children entering Primary 1. These include Castlehill Primary, Bearsden Primary and St Nicholas Primary. Children may also attend other feeder primary schools within East Dunbartonshire Council.

There will be various opportunities throughout the year when parents are formally invited to the Centre, e.g. Curriculum Information Evenings and Parents' Meetings to discuss individual children's progress at all ages and stages of development. There are opportunities for parents to attend workshops with staff, family support officers and family champions.

Your children are very important to us and we value parent participation, parent's views and open communication.

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

Observation, profiling, analysis and planning

Every child in our centre has a keyworker who is responsible for communicating with parents/ carers, tracking children's learning, planning for their development and next steps. We have an Early Years teacher who works to support and challenge children in their development and next steps in literacy and maths. Parents, children and practitioners are all involved in recording observations, reviewing learning and planning next steps.

In Castlehill EYC we use electronic Learning Journals that parents can access at home. We use these to inform parents and involve them in their children's learning. Families are welcome to contribute to children's learning journals with achievements from home and news. Children also have files that they can freely access that evidence any pictures, art, or paper activities that they have participated in.

Learning through play and teachable moments

Practitioners plan through observing children's interests in play, linking learning to Realising the ambition & Pre-Birth to Three Curriculum or Curriculum for Excellence frameworks. Practitioners work to scaffolding learning, support and challenge physical skills, emotional and social development, and children's problem solving and thinking skills. We offer a broad balanced curriculum for children to extend and develop their learning through child led, child initiated, adult initiated and adult led play.

Planning for Learning, Development and Progress

The Head teacher and Depute head of Centre plans and oversees the quality of provision, care and welfare and the quality of learning and teaching within the early year's centre.

The Depute Head of Centre implements and monitors the improvement plan for the 3-year cycle of improvement (long term plans). We have regular practitioners and planning meetings for responsive planning in our setting.

The Early Years Teacher plans termly for support and challenge opportunities for children to develop their skills in literacy and maths and monitors and supports practitioners planning.

Practitioners plan on a daily basis with children's ideas at the centre of learning focus. Practitioners report to the Early Years Teacher at monthly planning meetings with their records of experiences. Practitioners record and evaluate the experiences with the children and upload observations into e-journals. Practitioners record and review learning through floor books that provide photographs, links to the curriculum, the children's voice and differentiation in learning experiences.

Practitioners track children's learning through electronic Learning Journals and the senior leadership team monitor children's progress and identify gaps in learning.

We will report to pre-school parents twice per year on children's progress. Ante-preschool and 2-year-old parents will have the opportunity to meet with their child's keyworker once per year. We will also update next steps for learning each term.

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 Electronic Learning Journals (E-Journals) which you will have ongoing access to. Photographs and observations are uploaded at least once per fortnight.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teacher Depute head of Centre, Centre Staff and Officers within Education Services.

Supporting children with Additional support needs.

Inclusion and diverse needs

Castlehill EYC recognises the diverse cultures, race, religion and individual needs of our families. We have an open admissions policy. Diversity is celebrated. Individual children are enabled to reach their full potential through differentiated approaches to learning. We strive to offer equal access to the curriculum and equal opportunities to experience success to all of the children in our care. All children should feel that all experiences are open to them.

We fully engage with specialist resources, our link Educational Psychologist and partner agencies to ensure we are providing the best support possible for our children with additional support needs.

Parent partnerships and our local community

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 and accommodated" by the local authority or are under home supervision (looked after) arrangements.

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

Parents as partners are an important part of the life of our centre. In Castlehill EYC we aim to:

- Have a collaborative approach with 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 centre.

Parents will be invited to participate through stay and play sessions, contribute to learning journals, participate at curriculum evenings, engage in family learning initiatives, access supporting families' resource, attend coffee morning and afternoons, assist in fundraising events, attend at parent meetings and care plan updates.

We encourage curriculum visits from parents with interesting jobs, to share knowledge or to celebrate different cultures. We also engage with local Police, Fire Brigade and Lollipop person to support our World of Work topic and Safety Topics in the early years.

Promoting Wellbeing, Protecting and Safeguarding.

The Scottish Government introduced Getting It Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people. GIRFEC is a policy in place to support and promote children's rights.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The Getting It Right approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The Wellbeing Pathway provides a continuum of support from

universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Practitioners plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases practitioners will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools and centres, practitioners employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the Children support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All Children's who are considered for Targeted Support, access this through their Children Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views **of the child and parents.**

Practitioners

It is the responsibility of the Senior Leadership Team to ensure our workforce have opportunities to develop professional capacity through undertaking leadership roles and having training opportunities. Practitioners should also attend regular practitioner's meetings. All practitioner meets the qualification requirement for this post.

Practitioners are registered within 6 months of employment and are responsible for maintaining SSSC registrations, meeting set conditions and adhering to Codes of Practice to ensure quality of professionalism.

All staff must hold an up to date PVG check before starting their employment within the centre.

Children and Young People with Additional Support Needs

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn. However, there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from early years and school education. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in education who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples:

That the child or young person:

§ finds it difficult to behave in school;

§ is hearing or visually impaired;

§ has a particular health need;

§ is living with parents who have a drug or alcohol dependency;

§ has English as an additional language.

Some additional support needs may only last for a short period of time other additional support needs will be lifelong.

If you think your child may have additional support needs, you should talk to us about this.

All children and young people have their needs continuously assessed and reviewed. Castlehill EYC will share with you any assessments of your child's needs and will be happy to share copies of reports on how your child is progressing in the centre.

All schools and early years' establishments in East Dunbartonshire look at children's needs through a wellbeing pathway that ensures a continuum of support from Universal to Targeted in line with the national Getting It Right for Every approach. This process allows practitioners and others to

- identify those children who may need additional support;
- make plans to support those children identified;
- deliver the support the child requires; and
- regularly review the support provided.

In addition to the additional support which we can provide through individual planning or making specific resources available, we can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the specialist schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person. If your child requires additional support, you can provide the centre with important information about your child, which will be helpful in making plans to support them. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children will already have a plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child i.e. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact us to arrange a time to discuss that concern. Every effort will be made by the centre and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information, contact: 0131 313 8844 or go to www.resolve.org.uk

As with all local authority schools and early years centres in Scotland, this centre operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the centre's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school or early years' centres.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs
(Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk,
0131 667 6633.

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support following the Triple P programme. Services also include a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services, please contact the team on 0300 1234510.

Autism Adviser

Every establishment has an Autism Adviser who is an established member of the centre team, supported by senior management and who has been provided with training and ongoing support from a multi-agency team - led by an Educational Psychologist and a Quality Improvement Officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the centre to develop the role of their Autism Adviser in response to the needs of their context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their establishment, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parent's/carers' support group and supporting individual staff members using existing centre structures (e.g. Support for All Group).

Family Champion

At Castlehill Early Years Centre we have a Family Champion in place who is one of our early years practitioners. The Family Champion is a first point of contact for parents, who can provide positive parenting support and advice using a preventative, universal approach. They have an important role in building trusting relationships with parents / carers, encouraging participation and promoting inclusion. Family Champions can organise chats with parents / carers to provide useful strategies on developmental topics such as bedtimes, mealtimes and supporting positive behaviour. As such, The Family

Champion can provide support to make small changes which can make a big difference. They can also inform families of local groups and services which may be of use. If and when appropriate, the Family Champion also has a role in signposting parents / carers to the Supporting Families Team for bespoke strategies to suit individual families.

Specialist Support Service – teachers teaching in more than one school

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

Admissions Policy

All early years' places are allocated in line with East Dunbartonshire Council's admissions policy and the Head of Centre/ Depute Head of Centre will be happy to advise you how this policy operates when you apply for a place for your child. Guidance notes and admissions policy can be accessed on the East Dunbartonshire website.

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

Funded places can be accessed in local authority Early Learning and Childcare Centres or with a funded partner provider in the private, voluntary and independent sector as well as childminders who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare. For administration purposes, parents are asked to complete an online registration form that can be found on the East Dunbartonshire website. Parents are asked to upload the relevant birth certificate(s), proof of residency and a utility bill when enrolling their child(ren) if they are East Dunbartonshire residents. Parents who reside out with East Dunbartonshire do not require proof of residency.

An admissions panel will meet to allocate places across the locality using the set criteria which can be found in the admissions policy.

It is important to note a placement within an East Dunbartonshire Nursery/Partnership Centre does not give children an automatic place within an East Dunbartonshire Primary School.

The panel will consist of a representative Head of Centre or Depute Head of Centre, Representatives from EDC education department and representatives of the other agencies involved in supporting children and their families e.g. Social Work Department, Health Board.

For 2-year-old place parents should apply on the EDC website. This application process is continuous throughout the year and places will be allocated against the admissions policy criteria.

Entitled 2 year olds who meet the eligible criteria can apply for funding with Local Authority centres that have 2-year-old provision and with funded partner providers including childminders who have been accepted onto East Dunbartonshire framework and provide places for 2 year olds.

Two-year-old applications should be completed online at any time. Children who are entitled to a 2-year-old place will be required to complete supporting paperwork which can be found on the East Dunbartonshire website or can be obtained from any Early Learning and Childcare Centre.

Children who are entitled to a funded 2-year-old place become eligible after their 2nd birthday.

Registering for Nursery

Parents applying for a nursery place must register online at www.eastdunbartonshire.gov.uk:-

You will need to upload:

- your child's birth certificate
- proof of residency (council tax statement)
- utility bill

The Education Officer will hold a register of all applicants centrally and the admissions panel will consider the information contained in the applications, where necessary, to assist in the allocation of places.

Please note that the length of time a child's name has been on the register will not affect the child's priority for admission. Also, a child with a place in the 2-3 room will not automatically move into the 3-5 room.

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

Storage and retention of information will be in line with GDPR regulations.

Enrolment Procedures

When you are allocated a place in our centre you will be informed by letter from East Dunbartonshire Council. You will be contacted by the Centre who will give you details of offer, and discuss settling periods and start and paperwork.

Data Gathering and Storage

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about Children's on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Children's

The Scottish Government and its partners collect and use information about Children's in centre (e.g. the number and characteristics of Children's, their attendance, absence and exclusions, their attainment and their destination when leaving the centre) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our Children's. We are keen to help all our Children's do well in all aspects of early years and school life and achieve better examination results. Accurate and up-to-date data allows us to:

- o plan and deliver better policies for the benefit of all Children's
- o plan and deliver better policies for the benefit of specific groups of Children's
- o better understands some of the factors which influence Children attainment and achievement
- o shares good practice
- o target resources better
- o enhances the quality of research to improve the lives of young people in Scotland

Data policy

Information about Children's' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools/centres and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual Children's to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual Children's can or would be made publicly available by Scottish Government.

The individual data about Children's in schools/centres collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Children names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times Children's' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Data Protection Act 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - www.eastdunbarton.gov.uk/council/privacy-notices

Freedom of Information

Accessing Your Child's Records

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Children Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head of Centre.

AGE OF CHILD CHILD'S LEGAL RIGHTS PARENT'S LEGAL RIGHTS

Under 12 A child's parent or guardian may apply on the child's behalf for access to all records Right of access to core education record (PPR)

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Childcare Information Service

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

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

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

To use this service please call the helpline number on 0300 123 4510, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

Comments, Compliments and Complaints Procedure

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents, carers and children. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the centre you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the centre, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 – We will always try to resolve the complaint quickly and to the parent's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.

- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.

Education Officer– Children and Young People

Southbank Marina

Kirkintilloch

Glasgow G66 1XQ

Telephone Number: 0300 123 4510

Or

Care Inspectorate – Central West Region

Compass House,

11 Riverside Drive,

Dundee, DD1 4NY Telephone Number: 0345 600 9527

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