



Flowerbank Early Childhood Centre

30 North Hamilton Street

Kilmarnock

KA1 2QJ

Telephone No:	01563 522722
Email:	margaret.blades@east-ayrshire.gov.uk
Centre Blog:	
Twitter:	
Centre App:	
Denominational Status (if any):	
Centre Roll:	77 FTE equivalent spaces for children aged 6 weeks to 5 years
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

SECTION 1

Daily Sessions: 8.30am – 11.40am & 12.30pm-3.40pm (600 hour entitlement: term time)
9.00am – 11.30am & 12.30pm – 3.00pm
(600 hour entitlement: 48 weeks/annum including children under the age of 3 years).

On behalf of the staff at Flowerbank Early Childhood Centre I would like to welcome you and your child to our Centre.

At Flowerbank Early Childhood Centre we have a highly skilled and motivated staff team who strive to provide the highest quality of care and education and make your child's time at Flowerbank a happy one.

Partnerships are extremely important to us and we have excellent arrangements in place for working in partnership with families to support children to reach their full potential. Our skilled staff engage well with parents and carers, recognising and valuing their crucial role in their children's care and learning which was highlighted as an area of excellent practice in our recent Care Inspectorate report.

I trust that you will find the information in this book helpful. However, if you are unsure of anything after reading it please do not hesitate to contact me.

Yours sincerely

Margaret Blades

(Head of Centre)

Our Vision

We are privileged to share in your child's development and learning and our vision for the children is that they will be; happy, confident, curious, independent, challenged, nurtured, caring, knowledgeable, resilient and motivated.

We will achieve this by:

- Valuing and respecting every child with the aim of developing their self-esteem, and sense of self.
- Providing a safe, caring and welcoming environment in which all children can reach their full potential.
- Continuing to develop an active partnership with parents that is flexible and responsive to the individual needs of children and their families.
- By providing a curriculum which has a firm foundation based on active learning through play.
- By promoting positive relationships and equal opportunities for lifelong learning.
- By encouraging children to be partners in their learning supporting them to make informed choices.
- By celebrating our children and their family's achievements.

Our aims and objectives reflect key principles of the Health and social care standards- Dignity and respect, Compassion, Inclusion, Responsive care and support and Wellbeing

The Establishment and the Community

We work closely with our colleagues within the Health and Social Care Partnership. A number of these colleagues including; Health Visitor, Occupational Therapist, Physiotherapists, Speech and Language Therapist are very often found within the Centre supporting individual children.

We have good links with the local schools and other Early Childhood Centres. We have an outdoor champion who drives forward our outdoor learning. The children have been exploring Annanhill Woods and we have recently secured an allotment to continue with our 'Food for Thought' project. We have established links with the Sir Alexander Fleming Daycare Centre and have welcomed the service users and staff to our coffee mornings. Our Centre neighbours a residential home and the residents love attending the Centre, particularly during our Christmas Celebrations.

There are a variety of opportunities provided for parents/carers to be involved in the life of the centre.

Eco Nursery

Our lovely Centre has a secret garden which encourages wildlife to visit and children and staff are developing a vegetable patch within the garden. We have a bug hotel and the children actively look after the plants and shrubs. Our Eco Committee is now established with representatives from children and staff and we will liaise with the parents on our parents committee to continue our Eco journey. We have also made links with the Eco representative from the Sir Alexander Fleming Centre. This will hopefully support Flowerbank Early Childhood Centre in achieving our green flag.

Parental Involvement

We aim to promote an active partnership with parents. We recognise that much of your child's learning takes place in their home and it is our hope that we can work together for the best outcomes for your child.

You are welcome to come into the centre at any time to share experiences about your child and to contribute to your child's online journal. We value help from parents to share skills, talents and expertise in our playrooms. Over the last year children, parents and staff from Playroom 1 have been actively visiting Annanhill Park.

Notices for parents are displayed on the notice board and we now have a Flowerbank 'Facebook' page which is used to post diary dates and information only. Information is provided about routines, activities and the Curriculum for Excellence on our display boards within the centre. We have parents' meetings to share information about the centre and to update you on your child's progress. Prior to entry the child and parent are invited along to the centre to meet the child's keyworker and contribute to your child's care plan. Time is given to talk, question and discuss with staff any concerns and pass on information about your child through our personal plan meetings. Children's learning is enhanced if parents and staff work together. Parent meetings are arranged throughout the year but parents have access to their child's online journals and opportunities to look through our floorbooks throughout the year. During your child's time in nursery we ask parents to fill in questionnaires or comment sheets about various aspects of our work. We always find this information extremely helpful.

SECTION 2

Transitions

Early Level Transition Document has been developed as part of the East Ayrshire Early Intervention Initiative, and is intended for use with children aged between 3 and 5 years. Consultation with parents is an important part of this initiative. Parental consent will be confirmed to allow a copy to the transitional document to be sent to the primary school. The children in the centre normally transfer to primary school between the ages of 4½ and 5½ years. The centre has built up a good relationship with the primary schools in the area. The teachers from the primary one are invited to visit the centre to meet the children. During June the children visit the primary school he/she will attend.

Children who have been identified as having additional needs will be supported throughout the transition period. Visits can be arranged with the support of the educational psychologist and nursery staff for parents to choose the appropriate placement that is most likely to meet the needs of the child. The agencies involved with the family will work together to provide support and advice for parents if needed.

Educational (Additional Support for Learning) (Scotland) Act 2009.

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in 2005 and was amended in 2009. The law sets out how children should be helped to get the right support to become successful learners and explains how parents can make sure this happens. The majority of children are able to access their curriculum programme at the centre without the need of additional help other than that which any early learning and childcare practitioner will provide in the playroom. However, there will be a percentage of children, who may, at some point in their education, have difficulties that will act as a barrier to their effective learning. In such circumstances the child may require additional support in order to help them overcome these barriers.

Supporting Children with Additional Support for Learning

Within the Centre we work very closely with our Educational Psychologist; Lindsay Thompson. We also work closely with a variety of other professionals such as:

- Speech & Language Therapists
- Bi-Lingual support staff
- Occupational Therapists
- Physiotherapists
- Health Visitors
- Colleagues within Social Work

Children who have been identified as having additional support needs will be supported through an Individual Learning Plan and in some cases a Coordinated Support Plan may be required. In line with legislation, parents, carers and children will be fully consulted at all stages. Carol Fulton, our Depute Manager is the Centre's Additional Support Co-ordinator, Carol along with the other agencies involved with the child meet regularly to ensure that plans are updated and are appropriate to your child's needs.

Enquire

Enquire is an organisation that offer advice and information about Additional Support for Learning. Their helpline number is **0345 123 2302**. The link to their web page is noted below:

<http://enquire.org.uk/what-is-additional-support-for-learning>

If you are at all worried about your child, please do not hesitate to speak to your child's keyworker or a member of the management team.

Associated Primary Schools:

Children from Flowerbank go on to attend various Primary schools in the area including:

Annanhill Primary

Beech Avenue, Kilmarnock KA1 2EW

Tel: 01563 532962

Loanhead Primary
St Andrew's Primary
James Hamilton Primary

Dick Road, Kilmarnock KA1 3AP Tel: 01563 522938
Grassyards Road Kilmarnock KA 3 7SL Tel: 01563 523316
Sutherland Drive Kilmarnock KA3 7DF Tel: 01563 522321

Staff Team

Margaret Blades
Carol Fulton
Nicola McMurdo
Charne Van Heerden
Lindsey McCabe
Morag Bone
Greg Hodgson
Katie Higgins
Cherry Richmond
Margaret Duff
Elizabeth Johnson
Louise Wilson
Sharon Dunlop
Lindsay Bell
Kirsty Brown
Stacey Murphy
Steven Little
Christine Baird
Rebecca Hamilton
Andrea Wilson
Stephanie Bickerton
Natalie Sneddon
Angela Findley

Head of Centre
Depute Manager
Senior Early Learning and Childcare Practitioner
Senior Early Learning and Childcare Practitioner
Equity and Excellence Lead
Early Learning and Childcare Practitioner
Early Learning and Childcare Practitioner
Early Learning and Childcare Practitioner
Early Learning and Childcare Practitioner
Early Learning and Childcare Practitioner
Early Learning and Childcare Practitioner
Early Learning and Childcare Practitioner
Early Learning and Childcare Practitioner (on maternity leave)
Early Learning and Childcare Practitioner (maternity cover)
Early Learning and Childcare Practitioner
Early Learning and Childcare Practitioner
Early Learning and Childcare Practitioner
Early Learning and Childcare Support Worker
Early Learning and Childcare Support Worker
Early Learning and Childcare Support Worker

Elizabeth Baird
Janet Farren

Senior Early Learning and Childcare Practitioner (community)
Senior Early Learning and Childcare Practitioner (community)

Jean Handling
Maureen Mullen
Wendy Sands

Clerical Assistant
Clerical Assistant (Part Time)
Catering Assistant (Part Time)

SECTION 3

- The School/Centre Day and Year

<https://www.east-ayrshire.gov.uk/Resources/PDF/S/School-Holidays-2020-21.pdf>

Absent from the Centre

If your child is going to be absent we would very much appreciate if you could let the Centre know by calling 01563 522722

If your child or members of your household display symptoms of the coronavirus then please follow all Government guidance on self-isolation & testing. Please notify the ECC immediately if your child or household starts to display any symptoms relating to COVID 19.

If your child displays any symptoms relating to COVID 19 whilst within the centre, then your child will be accompanied by a member of staff to our isolation room and parents/carers will be contacted immediately to collect your child. The staff member who will be caring for your child will be wearing PPE and will bring your child out to meet you on your arrival at the centre. All parents/carers must then follow government guidelines on self-isolation & testing.

Promoting Positive Behaviour

Parents often feel anxious about how their child may behave within the Centre. One of our main aims is to promote the social and emotional well-being of our children. We do this by helping children understand that friendships, caring, sharing, fairness, equality and love are important for building positive relationships.

While children are encouraged to play together and share toys guidance and encouragement is given to the children to respect others feelings and support children to manage their own behaviour. Staff encourage Staff communicate with children in ways which are appropriate to their age, abilities and level of development. The use of praise and encouragement reinforces positive behaviour and helps children build confidence and self-esteem. We understand that a child's age and stage of development can play an important factor in their behaviour and we look at different strategies and support which we can deploy within the playrooms. Most children soon learn to follow simple nursery rules and receive lots of praise and encouragement for this. These simple rules are referred to as Our Golden Rules and these rules are made in consultation with our children and we ask all parents and carers to share these at home reinforcing and promoting a positive attitude.

Our Golden Rules are:

Indoor voice, good listening, walking feet, be nice and kind to everyone, kind hands and feet

A full display of our Golden Rules can be found within Playroom 1.

Dress Code

Children have the best fun when they are doing creative and activity-based work. We always try to make sure they wear aprons but it can be messy fun, so please dress your child in suitable clothing. Please also make sure that your child has suitable outdoor clothing as outdoor learning takes place on a regular basis.

Security and Visitors

We consider that the safety and wellbeing of children and staff at Flowerbank Early Childhood Centre is of paramount importance. All staff working in our Early Childhood Centre have PVG checks prior to employment with EAC. They are registered with The Scottish Social Services Council and all have name badges for identification

- All visitors are required to sign in and out for the duration of their visit. A visitor log is situated at the front entrance for visitors to sign in and out.
- There is a secure entry system, which is used to access the front entrance to Flowerbank Early Childhood Centre.
- Anyone entering the Centre is met by a member of staff.
- All parents are requested to sign a playroom register during the session their child attends to comply with health and safety. (COVID-19 restrictions in place at present)
- No child will be allowed to leave the establishment unless accompanied by a known responsible adult who is at least 16 years of age and who is noted on their contact sheet.
- In the interests of your child's safety, it is essential that you make a point of telling the Head of Centre if your child is to be collected by someone not known to staff members.
- If your child is not able to attend you must notify the Centre as soon as possible
- All visitors to the centre should report to the reception desk and wait to be admitted. Visitors are asked to sign the visitor's book and sign out when leaving.
- Parents are asked to sign their child in and out of their rooms using the room registers. If parents are staying within the building either to use the family kitchen, family room or for a stay and play day they should also sign the visitors book. (COVID-19 restrictions in place at present and staff sign children in)
- It is expected that a responsible adult will bring your child to and from the Centre. In the interest of your child's safety it is essential that any adult responsible for collecting your child is brought to the Centre to be introduced to your child's keyworker.
- In an emergency situation you may require your child to be collected by someone not known to the Head of Establishment or staff members. In this case please inform a member of the management team who will initiate a safety password which you will then be able to pass onto the person collecting your child.

Making contact/parental complaints

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact. You have the right to contact the Care Inspectorate with any complaint that you have about an early childhood Centre.

- online at www.careinspectorate.com
- by email enquiries@careinspectorate.com
- by phone on 0845 600 9527
- by letter, or by visiting any of their offices

Emergency Procedures / Medical matters

We have a robust fire evacuation procedure and contingency plans in situ to ensure the health and safety of all children, staff and visitors to the centre. We have fire wardens and controllers who are trained in the safe evacuation of the premises. We have trained first aiders who are on the premises and can administer basic first aid treatment if required. This information can be found on our Health and Safety board in the main reception area.

We follow the Care Inspectorate document referred to as “Guidelines of “the Management of medication in daycare of children and childminding services”. This guidance supports safe and effective practice of our management of all medicines.

The procedure for the administration of all medicines is fully discussed during the induction process.

Data Protection

At Flowerbank ECC we follow the Data Protection Policy as outlined by East Ayrshire Council. East Ayrshire Council creates, collects and processes personal information about children and we are bound by the terms of the Data Protection Act 1998.

We collect information from children, their parents and guardians and we may also receive information from other sources, such as previous ECC. All information is stored securely and we do not share it apart from the circumstances described below, or where the law requires us to do so. Under the Act, the information we collect is needed for a number of reasons which include, but is not limited to:

- Monitoring and reporting on absence.
- Supporting teaching and learning.
- Monitoring and reporting on your child’s progress.
- Providing appropriate care.
- Assessing how well your child’s school/centre is doing.

The information we collect will also include details such as contact address or phone numbers and data such as ethnic group, additional support needs and any relevant medical information.

Occasionally, we may make information available to other organisations, for example: To other schools/centres if you move away.

Parent Committee details

We have an active parents committee and are keen to welcome more parents on-board. The parents committee support the centre in fundraising events and other initiatives within the centre. For more details on this please speak to a member of the management team. (At present there are restrictions in place with regards to COVID-19)

SECTION 4

The Curriculum

At Flowerbank we strive to provide a broad and balanced curriculum which reflect the outcomes and principles of 'A Curriculum for Excellence'. We provide a wide range of learning experiences to support the children in becoming successful learners, confident individuals, responsible citizens and effective contributors.

The staff plan on a weekly basis as a team to discuss observations, floorbooks and evaluations and plan the learning experiences from this information. Parents have the opportunity to contribute to the floorbooks and also to the children's individual e-journals. We have 3 playrooms and a great outdoor space and also a variety of other rooms and space within the centre to provide a wide range of experiences.

We operate a free-flow system in our 3-5 playroom for the children to access the outdoor space and there are daily opportunities for the children to access outdoor play and also take part in our 'weans in the woods' programme. We have a variety of natural resources, loose parts and transient art for the children to explore both indoors and outdoors. We have planting areas within all our outdoor spaces and the children are heavily involved in planting a variety of vegetables which they have then used in different recipes. At present our 3-5 room is operated within 2 different zones to comply with government guidance on COVID-19.

We encourage the children to be part of groups such as our Eco-Committee and also to be identified helpers for snack etc. to build confidence and self-esteem. Through our Food for Thought project we have our "Come Snack with Me" programme which develops children's skills in planning and preparing simple menus for themselves and others. This programme develops a variety of life skills and leadership roles for the children and skills for learning, life and work. This project has had an impact on the care and support we give to the children and families in supporting families to make healthier choices and develop skills for life and also to be involved in consultation about their likes and dislikes and choices.

Our practitioners carefully plan the indoor and outdoor environment to promote curiosity and inquiry in all children and provide appropriate experiences and resources suitable to meet all children's stages of development. We have planned and developed our environments over the past year to make them very natural with a variety of loose parts and open-ended resources to support children's learning. Our indoor and outdoor environments are very nurturing and created to extend and support children's learning and development. We have recently had a refurbishment to our outdoor areas and created a variety of areas for children to explore and access in all weathers. We also have planned weekly visits to the woods where children benefit from woodland areas and are able to risk assess and through our links with Annanhill Woods we have secured an allotment space to grow our own vegetables with our children and families.

Flowerbank Early Childhood Centre also provides places for children under the age of 3 years.

Realising the Ambition

Within the Centre staff refer to the Scottish Government's guidance set out within Realising the Ambition. This document has been written to offer advice and support to all those working with and caring for babies and very young children.

The document explains that young children need to feel loved, secure, happy and cared for in a safe and healthy environment. Within our Centre we provide a nurturing environment which promotes bonding and attachment in a warm inviting atmosphere.

SECTION 5

Achievement and Improvement

How we are improving Literacy, Numeracy and Promoting Children's overall Health and Well-being.

Literacy:

Within the Centre we have two members of staff trained to deliver book bug and we have plans to have more staff trained. Book bug is now a regular feature in our Centre and parents/carers and children are invited to participate in a variety of fun filled sessions which include singing together and storytelling.

Kirsty Brown and Louise Wilson are our communication champions; Kirsty and Louise along with a number of staff within the Centre have completed training courses delivered by Speech and Language Therapist. Staff have indicated that this training has enabled them to identify children's stage of communication and that the strategies learned from the training has resulted in the overall improvement of children's speech and language within the Centre. Our practitioners work with individual children or

small groups of children to provide targeted support to assist children as they continue to develop their early level literacy skills.

Numeracy:

Margaret Duff and Andrea Wilson are our numeracy co-ordinators. Children learn about maths and numeracy in a variety of ways; curiosity, inquiry and creativity are promoted both indoors and outdoors to help children develop an understanding of sorting, matching, counting, measuring, comparing and problem solving. Margaret has developed home-link bags for maths and numeracy and these are very popular with parents and children.

Health and Wellbeing

Good Health and wellbeing is essential for successful learning and happy lives for children. We provide opportunities for children to participate in a wide range of activities which promote a healthy lifestyle. Our Senior Early Learning and Childcare Practitioner Charne is our Health and Wellbeing Co-ordinator and is leading our mindfulness programme for children along with home links for parents to be involved in this learning. Throughout the Centre children are supported to develop positive and respectful relationships and children are supported to develop an awareness of their own feelings as well as the feeling of others.

Children have daily access to the outdoor area, where they learn to explore their natural environment, develop physical skills and learn to share and play cooperatively.

Improvement Planning Over Next 12 months

Over the coming year our focus for improvement are:

- *Increase the use of e-journals at home to allow home links to continue and progress children's learning using trackers to inform planning and progression.*
- *Enhance our environment through the use of the "Communication Friendly Environment" audit and gain accreditation as a communication friendly centre.*
- *To start our journey in gaining our awards as a Rights Respecting School.*
- *Carefully plan zone areas and transitions for children accessing indoor and outdoor areas. Ensure all children have an increased access to outdoor play.*
- *Further develop outdoor area and promote positive effect of outdoor play to support children and staff well-being*
- *Continue to evaluate and develop our care plans which reflect the wellbeing indicators as discussed in Getting it Right for Every Child (GIRFEC) and reflect the key principles of the Health and Social Care Standards.*
- *0-3 home link programme to support handwashing and tooth brushing at home.*
- *3-5 age group delivering a rolling programme of mindfulness including yoga, mindfulness experiences and home link bags for each group.*

A copy of our improvement plan and standards and quality report can be found on the notice board.

Further information on our establishment's performance at local and national level can be obtained from the care inspectorate website: www.careinspectorate.co.uk

SECTION 6

Assessment and Reporting

Every child in the centre has an online learning journal and a “Care Plan” which details their personal learning plan and notes achievement and progress.

Playroom 1 (3-5 age group) arrange mutually agreed appointments twice per year where parents/carers can discuss their child’s progress and development. This gives the opportunity to look through and discuss their progress report and also look at the floorbooks which are used for planning experiences. This also gives the opportunity to ask any questions about their child’s individual learning.

Our practitioners who work within our 0-2 and 2-3 room regularly consult with parents about their child’s progress and learning through their Individual Action Plan (IAP).

The care plan for all children is completed within 28 days after each child has started. This plan is filled out in consultation with parents/carers and contains information regarding your child’s interests and needs. The plan is reviewed twice per year and the keyworker uses this information to plan small individual targets for your child.