**Hillbank Early Childhood Centre**  
**North West Kilmarnock Area Centre**  
**Western Road**  
**Kilmarnock**  
**KA3 1NG**

<table>
<thead>
<tr>
<th><strong>Telephone No:</strong></th>
<th>01563 521064</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:isabelle.campbell@east-ayrshire.gov.uk">isabelle.campbell@east-ayrshire.gov.uk</a></td>
</tr>
<tr>
<td><strong>Centre Blog:</strong></td>
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<td><strong>Twitter:</strong></td>
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<td><strong>Centre App:</strong></td>
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<tr>
<td><strong>Denominational Status (if any):</strong></td>
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| **Centre Roll:**  | 61 full-time equivalent places  
Age - 6 Weeks to 5 Years |
SECTION 1
Welcome to Hillbank Early Childhood Centre where the staff members look forward to working with you in partnership with East Ayrshire Council. I hope you find the information in our handbook both interesting and helpful.

At Hillbank Early Childhood Centre we have an excellent facility and highly skilled and motivated staff who are committed to providing the highest standard of education and care which is seamless. We encourage and support the children to develop new skills and build on their individual strengths and interests. Children are encouraged to celebrate their personal achievements, promoting confidence and laying the foundations for lifelong learning.

Partnerships are extremely important to us where communication, respect and trust are fostered. We are encouraging the ethos of Rights Respecting Schools with the word “Respect” featuring daily in our centre. Visitors and service users comment on the welcoming and friendly ethos of the Centre which was highlighted as an area of good practice in our Care Inspectorate report.

If you require further information regarding any of the enclosed details or have any concerns please do not hesitate to contact me at any time and I shall be happy to assist.
I welcome any input or comments to enable me to improve the service.

Yours sincerely,
Isabelle P Campbell.
Head of Centre
HOURS OF OPENING 8.00am. – 6.000 pm.

DAILY SESSIONS
From August 2019-August 2020 Hillbank ECC will be delivering 1140 hours for all 3 and 4 year olds. The Block Model we will be delivering is 4 hours 45 minutes, 8.00am-12.45pm or 1.15pm -6.00pm. Model 2 can be taken as 5 blocks per week over 48 weeks in mornings, afternoons or a combination of two full days and one half days, or 6 blocks per week term time taken as 3 whole days.
Please note only 3 year olds whose birthday falls before February 2020 are entitled to 1140 hours.

Entitled 2 year olds will be allocated 600 hours of Early Learning and Childcare in the main access sessions from 08:30 -11:40hrs or 12:30-15:40hrs. Further information will follow with regards to eligible 2 year olds for 1140 hours, when this becomes available.

In Hillbank Early Childhood Centre, our shared vision is: “To work in partnership with parents, carers and the community, enable all our children to be healthy and included, to experience laughter and fun every day in a nurturing and safe environment and so have the best start in life”.

Our aim is to provide a service appropriate to the needs of the individual children and families. To give children the opportunity to experience learning situations that support all aspects of their development and to ensure everyone is valued and respected as individuals.

Our Aims:
• To provide a welcoming environment and a Service which is responsive to the needs of all children staff and carers
• To strive to provide an excellent standard of integrated quality care and education for all children and to continue to implement the 600hrs of early learning and childcare as detailed in the Children and Young People’s (Scotland) Act
• To offer a balanced programme ensuring depth, breadth, challenge and progression of learning experiences and opportunities which enable all children to achieve their own potential
• To provide support guidance and learning opportunities through appropriate early interventions for parents and carers
• To promote a caring and nurturing environment which shows respect for others, positive attitudes and equal opportunities for lifelong learning
• To develop and maintain effective communication and partnerships with allied health professionals other early years providers schools and the local community

All staff are registered with either the SSSC or the GTC and our aims reflect the key principals of the following documents:

**Health and Social Care Standards**

Dignity and respect, compassion, be included, responsive care and support and wellbeing. As we operate an inclusive service all our playrooms can support children with additional and complex needs. All our staff have attended training in moving and handling which is essential when moving children during care routines and play activities. We work with visiting specialists to ensure children receive the best care and educational programmes that will support the child’s individual needs and interests.

We are proud of our parent involvement in Hillbank Early Childhood Centre as partnership working is high on the agenda and the benefit to the children is very positive. Support for Dean Park Days, “outings” and fundraising initiatives are so helpful and we are proud of parental willingness. We are also proud that some of our parents when their child moves on to school still remain “Friends of Hillbank” and continue to help out.

**Parent and Child Sessions**

Our parent and child play sessions for the under threes on a Wednesday has been a huge success, where parent and carers along with their child/children come along to our Bookbug and sensory sessions. Nursery rhymes, action songs and story time are a firm favourite as well as the sensory experiences/activities provided for children and parents. Please feel free to come along and join in the fun.

**Baby Massage**

We also incorporate baby massage on a Wednesday afternoon, we are very fortunate to have two of our staff trained in delivering baby massage, who are Linda Stevely (Depute)
Elaine Rutherford (ELCP Community). Please speak to either Linda or Isabelle for further information.

**Groupwork Programmes**

We offer a variety of groupwork programmes for parents and carers throughout the year, posters and invitations are organised to alert when these take place. Managing Positive Behaviour runs throughout the year as well as A Baby is for Life programme.

The notice boards in the foyer and in different areas of the Centre are regularly updated. Newsletters fliers and progress meetings provide information both about the Centre and about events within the community. Information boards adjacent to each playroom strive to keep parents and carers up-to-date information e.g. daily menus, special events, what we are learning and monthly overviews.

E-mail contact is also maintained with parents who provide an email address.

Hillbank Early Childhood Centre plays an important role within our local community. We strive to maintain close links with key agencies within the local community; and seek to develop these links wherever possible. We actively encourage parental and community involvement. We have links with all local Primary Schools, James Hamilton Academy and Willowbank where individual children can access specialised resources. We also access the sports arena and obviously the Hunter Centre.

We have links with Social Services, Psychological Services, Health: Health Visiting Service, Community Paediatrics, Visual Impairment Team, Speech and Language Department, Rainbow House, Occupational Therapy and Physiotherapy Department, Community Police, Women’s Aid, Housing, The Ranger Service and also with Voluntary Organisations and local businesses. Within the NWKAC we lead a regular Rag bag appeal as well as supporting the local Food bank.
SECTION 2

Transition from Home to Nursery

All our transitions are planned to consider the children’s individual needs. Transitions are now recognised as central to young children’s experiences and well-being. We support parents and carers and children during this time to ensure transitions are as smooth as possible.

During transitions parents and carers are encouraged to support their child within the playroom, gradually increasing the time within each session. We recognise that all children have different needs and consider this during this time. We have developed a Care Plan where the child’s key worker and parent/carer meet during the transition period and discuss in more detail the child’s individual needs.

Transition from Nursery to Primary

At Hillbank Early Childhood Centre we continue to develop good communication with local Primary Schools. Parents are advised to enrol their child within their catchment area in the first instance if considering a placement request. Children who transfer to primary school from the Centre have the opportunity to meet with their teacher. Primary 1 teachers visit prior to children starting school, this has proved to be invaluable. The children’s “special books” will be given home prior to the children leaving the nursery.

Parents and carers can access our transition policy which is located within our Policy folder at the front entrance of the building. Should your child transfer to our establishment from another centre, or vice versa, it is best practice for establishments to share assessment information gathered to ensure smooth transition and continued progress.

We work closely with staff in receiving Primary Schools, to ensure a seamless transition to Primary 1. There are 6 primary schools within the local area, which the majority of our children attend. These are Hillhead, Onthank, Mount Carmel, Loanhead, St Andrews and James Hamilton Primary.

In accordance with East Ayrshire Council’s policies and procedures we assist in a range of ways to ensure an effective transition from our Early Childhood Centre to Primary School for children who have been identified as requiring Additional Support for Learning. Transition and support planning takes place at an early stage, involving parents/carers,
key staff from the Early Childhood Centre, Primary School and professionals who may provide support to your child.

**Associated primary schools**

<table>
<thead>
<tr>
<th>School 1</th>
<th>School 2</th>
<th>Address 1</th>
<th>Address 2</th>
<th>Tel No.</th>
<th>Tel No.</th>
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</thead>
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<tr>
<td>Hillhead Primary</td>
<td>Loanhead Primary</td>
<td>2 Kilmaurs Road</td>
<td>Dick Road</td>
<td>01563 521504</td>
<td>01563 522938</td>
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<td>Mount Carmel Primary</td>
<td>St Andrews Primary and Early</td>
<td>Meiklewood Road</td>
<td>Grassyards Road</td>
<td>01563 525897</td>
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<td>Childhood Centre</td>
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<tr>
<td>Onthank Primary and Early Childhood Centre</td>
<td>James Hamilton Primary</td>
<td>Meiklewood Road</td>
<td>Sutherland Drive</td>
<td>01563 525477</td>
<td>01563 533221</td>
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<tr>
<td>Kilmarnock</td>
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**Support for children and young people and parents/carers**

<table>
<thead>
<tr>
<th>STAFF</th>
<th>JOB TITLE</th>
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</thead>
<tbody>
<tr>
<td>Isabelle P Campbell</td>
<td>Head of Centre</td>
</tr>
<tr>
<td>Caroline Butcher</td>
<td>Depute Manager</td>
</tr>
<tr>
<td>Linda Stevely</td>
<td>Depute Manager</td>
</tr>
<tr>
<td>Christine Tonner</td>
<td>Equity and Excellence Lead</td>
</tr>
<tr>
<td>Chelsea Gray</td>
<td>Senior Early Learning and Childcare Practitioner (Acting)</td>
</tr>
<tr>
<td>Lorraine Morrison</td>
<td>Senior Early Learning and Childcare Practitioner (Acting)</td>
</tr>
<tr>
<td>Michelle Baird</td>
<td>Early Learning and Childcare Practitioner</td>
</tr>
<tr>
<td>Laura Brown</td>
<td>Early Learning and Childcare Practitioner</td>
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<tr>
<td>Fiona Cameron</td>
<td>Early Learning and Childcare Practitioner</td>
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<tr>
<td>Aileen Good</td>
<td>Early Learning and Childcare Practitioner</td>
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<tr>
<td>Jean Hamilton</td>
<td>Early Learning and Childcare Practitioner</td>
</tr>
<tr>
<td>Lynne Hettrick</td>
<td>Early Learning and Childcare Practitioner</td>
</tr>
<tr>
<td>Kayleigh Turnbull</td>
<td>Early Learning and Childcare Practitioner</td>
</tr>
</tbody>
</table>
The provisions made for children and young people with additional support needs.
Hillbank Early Childhood Centre provides an inclusive learning environment for all children.
Every child has the right to be included and supported. The Additional Support Needs Coordinator is Isabelle Campbell. (Head of Centre).

We work in partnership with parents and carers to ensure each child’s individual needs are supported and respected. We acknowledge that parents and carers play an important part in formulating any care plan or individual learning plan which will help support the child’s development and interests. A full health care plan is completed if necessary prior to a child attending the centre, this ensures that all the relevant information is available and recorded to make sure your child’s individual needs and requirements are fully met.

Advice and support may be sought from other professionals, for example, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Health Visitor, Community Paediatrician, Visual Impairment Team and Audiologist, Dieticians are also consulted when required as are specialist nurses.
The Educational Psychologist visits the Centre to work with staff to ensure the most effective support possible is in place for each child. Their role is often giving advice and the sharing of expertise with staff. The Educational Psychologist for Hillbank ECC is Claire Ferguson. Staff may discuss the support needs of individual children with the psychologist in order to ensure that support plans are appropriate to the individual needs of the children. Parental consent is always requested.

Some children may have more complex needs may require additional support through the Team Around the Child Meetings. Parents are fully involved within this process and are supported through a multi-agency team to ensure the child’s individual needs are considered and the best level of support is available.
### EAST AYRSHIRE COUNCIL

#### School Holiday Arrangements 2019/2020

<table>
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<tr>
<th>Term</th>
<th>Break</th>
<th>Detail / Attendance</th>
<th>Date</th>
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<th>Cumulative Working Days</th>
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<td>Mid Term</td>
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<td></td>
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<td>* Local Holiday</td>
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<td></td>
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<td>* Local Holiday</td>
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<tr>
<td></td>
<td></td>
<td>Teachers (In Service)</td>
<td>Monday 21 October 2019</td>
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<td></td>
<td></td>
<td>Pupils return</td>
<td>Tuesday 22 October 2019</td>
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<td>Close</td>
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<td>Second</td>
<td>Mid Term</td>
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<td></td>
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<td>Thursday 6 February 2020</td>
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<tr>
<td></td>
<td></td>
<td>Teachers (In Service)</td>
<td>Tuesday 11 February 2020</td>
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<td></td>
<td></td>
<td>Teachers (In Service)</td>
<td>Wednesday 12 February 2020</td>
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<td></td>
<td></td>
<td>Pupils return</td>
<td>Thursday 13 February 2020</td>
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<td>Friday 3 April 2020</td>
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<td>Third</td>
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<td>31</td>
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<td></td>
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<td>Close</td>
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*Ayr Gold Cup weekend has been confirmed as Thursday 19th – Saturday 21st September 2019*

Session 2020/2021:
- Teachers (In Service) - Monday 17 August 2020
- Pupils return - Tuesday 18 August 2020

**Good Friday - 10 April 2020**

Pupils attendance will be 190 days after deducting 5 In Service days.
Public Holidays 2019

New Year

Tuesday 1 January
Wednesday 2 January

Easter

Friday 19 April
Monday 22 April

May Day

Monday 6 May

September Weekend

Friday 20 September
Monday 23 September

Christmas Period

Wednesday 25 December
Thursday 26 December
Friday 27 December
Monday 30 December
Tuesday 31 December
Attendance and Reporting Absence

In our Centre we note attendance twice a day - morning and afternoon and either a phone call or a text is sent to parents if their child is absent. If your child is not going to be attending, please let us know by 9.15 am on the first day of absence, explaining the reason. Parents are required to sign a register when dropping a child off at the centre and when collecting them.

Promoting Positive Behaviour

Children are encouraged to play together, share and turn take. Staff encourage children to respect others feelings and support children to manage their own behaviour. Staff communicate with children in ways which are appropriate to their age, abilities and level of development. Staff may use happy/sad faces, thumbs up or down to promote and encourage positive behaviour. 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.

We recognise that at times children can display challenging or difficult behaviour whether they are with us or at home, therefore it is important that we work with you to support your child at this time. Within the 3-5 playroom, we help to promote positive behaviour and the development of good social skills through small and large groups. Children come together and talk about our Golden Rules and about how behaviours which are inappropriate have consequences. The words Respect and Consequences along with Rights and Responsibilities help them to understand social behaviour. This develops interpersonal skills, strengthens relationships and enhances self-confidence while allowing the children and staff members to have fun together. Our golden rules are posted within each playroom and we ask all parents and carers to share these at home reinforcing and promoting a positive attitude.

Our Golden Rules:

“Walking feet, Listening ears, Quiet voices and Gentle hands”
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 Hillbank Early Childhood Centre is of paramount importance. All Early Years Practitioners Seniors and Deputes working in our Early Childhood Centre have an enhanced disclosure prior to employment with EAC. They are registered with The Scottish Social Services Council and all have name badges for identification. The Head, Isabelle Campbell is registered with The General Teaching Council. All staff working in our Early Childhood Centre wear name badges for identification and all students and visitors will also be expected to do so.

- All visitors are required to sign in and out for the duration of their visit. A diary 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 Hillbank Early Childhood Centre.
- Anyone entering the Centre is met by a member of staff.
- All parents are requested to sign a playroom register stating their child’s time of arrival and departure. Equally during the session children are signed in and out if visiting different rooms or accessing the garden to comply with health and safety.
- 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 the HOC or staff members.
- If your child is not able to attend you must notify the Centre as soon as possible.
- CCTV cameras enhance the security as does the perimeter fencing.
Complaints Handling
Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the Head of Centre 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.

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.

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 in fully discussed during the induction process.
Data Protection
At Hillbank 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, we are known as the Data Controller and 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.
- To the Scottish Qualifications Authority for examination entries.
- To the Scottish Government and its agencies.

Parent Council details
The Parents Forum meets on the first Thursday morning (11.00am) of each month and normally lasts approximately 45mins. This is a great opportunity for parents and carers to be involved in the life of the Centre and very much helps to take forward initiatives. We welcome all new members and appreciate the time you give to support the forum.
Pre Birth to Three
Hillbank Early Childhood Centre
follows the National Guidance Pre-Birth to Three: Positive Outcomes for Scotland’s Children and Families and more recently Building the Ambition which supports and informs our practice in working with very young children. The guidance identifies four key principles:

- **Rights of the Child**
  Children as individuals, listening to their views, agencies working together to help children and families

- **Relationships**
  Affectionate relationships, anchored attention and playing alongside children, effective partnerships, essential to health and wellbeing and impacts on future life chances

- **Responsive Care**
  Knowing and accepting each child, being observant and understanding their needs, being flexible and giving time, basically being ‘tuned into’ the child.

- **Respect**
  Valuing diversity, respecting children’s values and experiences, ensuring fairness, equality and opportunity, understanding UNCRC

“It is during our very earliest years and even pre-birth that a large part of the pattern for our future adult life is set”, Early Years Framework, (2008).
Building The Ambition – *the principal drivers of early development and learning*

Wellbeing
Communication
Curiosity, Inquiry and Creativity

Based on these key principles staff adopt a responsive, respectful and sensitive approach to working with very young children, parents and carers.


**The Butterfly Room 0-2 Years**

Our butterfly room is specifically designed for under twos with low level furniture which allows children the opportunity to investigate, explore and choose resources. Responsive planning supports the children’s interests and individual needs. All children have an individual care plan which is shared with parents and carers on a monthly basis. We celebrate children’s achievements by compiling “special books” which contain photographs, observation notes and pieces of work. These are known as “My Record of Achievements”.

Rainbow Room 2-3 years
Our rainbow room is also specifically designed for two-three year olds. This is a large bright room which is planned around specific areas. We have areas for arts/crafts, book area, home corner, carpeted area for floor sensory, construction and a games. Equally children within this room also have an individual care plan and “special books”.

Routines
Routines offer the chance to build self-confidence, curiosity, social skills, self-control and develop communication skills. Through skilful observation and responsive planning staff can support the child’s learning and plan their next steps.

Rights of the Child
Within the United Nations Convention on the Rights of the Child (UNCRC) is the principle that children should be valued and respected at all levels and have the right to have their views heard and acted upon. This means that all adults and agencies should ensure when supporting babies and young children that their views are “given due weight in accordance with the age and maturity of the child” (UN, 1989, Article 12).

Relationships
While children’s early experiences play a role in shaping their future attitudes and dispositions, it must be remembered that children are able individuals in their own right. With kind and sensitive support, children develop the ability to form secure relationships and grow in confidence which promotes good emotional and social development.

Responsive Care
Responsive care means knowing and accepting children and respecting that they are unique individuals. Babies make sense of the world through adults, and the responses that they receive let them know that the significant adults in their lives are consistent, reliable and trustworthy, and responsive to their needs.
Respect
One of the most effective ways of demonstrating respect for children and families is where staff express a genuine interest in them. Children’s views, values and attitudes are shaped largely by the family and more indirectly by communities. Respecting parent’s knowledge of their children is fundamental to successful practice. (Pre-Birth to Three, 2010).

Attachment
The early parent/child relationship is viewed as one of the most important factors in child development, especially with regard to how the brain develops and the development of emotional and social skills. (Building the Ambition, 2014). At Hillbank staff are sensitive to individual needs, where children are encouraged to explore and investigate in a warm, nurturing and responsive environment.

Curriculum for Excellence
Curriculum for Excellence builds on the solid foundations developed in the critical years of pre-birth to 3 which is supported by the National Pre-Birth to Three Guidance.

Curriculum for Excellence (CfE) aims to transform education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18, firmly focused on the needs of children and young people, and designed to enable them to develop the four capacities which are:

1. Effective Contributor
2. Responsible Citizen
Our Early Childhood Centre is organised with a view to providing children with the highest quality of learning experiences through a wide range of activities and resources.

**Health and Wellbeing**
Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Our Centre has been awarded “Health Promoting School” status and we have been successful in gaining our second “Green Flag as an ECO School Scotland. Christine Tonner and Jean Hamilton have completed their Level 3 in Forest School Training.

We provide opportunities for children to participate in a wide range of activities which promote a healthy lifestyle. Health and wellbeing is integrated across all learning and delivered through play experiences, stories and preparing snack. 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.
Nurturing Environment
It is important that we provide a responsive and nurturing environment for all our service users. We believe that a developmentally appropriate curriculum will enable all children to access the Curriculum or Excellence at a level appropriate to their individual needs and aspirations. All staff have undergone nurture training and as such, we are committed to embedding nurture principles and practices into the daily work and life of our centre.

Nurture Principles and the Principles in Practice
1. Children’s learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of self-esteem.
4. Language as a vital means of communication.
5. All behaviour is communication.
6. The importance of transitions in children’s lives.

Literacy and Numeracy
All aspects of literacy and numeracy are explored and developed through play, songs, stories and poems as well as the ideas and actions provided by the children themselves. Children are encouraged to develop an enthusiasm for stories and books, poems and rhymes, and to listen carefully.
It is important that the children have plenty of opportunity for free play where they are able to choose from a wide range of activities and resources thus fuelling their own imaginations and letting them be leaders in their own play. Staff are there to extend the learning opportunities to give depth breadth and balance. We have a wide range of home links which can support both early literacy and numeracy, these are given out on a rolling programme within each playroom.
Parents are encouraged to participate in a way comfortable to the individual.
What do we mean by Active Learning?

Active learning is being totally involved in the process of learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play
- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

and supported when necessary through sensitive intervention to support or extend learning.

Active Learning Outdoors

The outdoor learning environment offers motivational and different opportunities for learning. The children have regular outdoor play, fresh air and exercise. Some learning that takes place indoors can be revisited outdoors, and staff can make connections between indoor and outdoor learning across the curriculum. Different outdoor learning experiences offer opportunities for personal growth and learning skills in areas such as communication, problem solving and working as a team. Many children excel in the outdoors, “almost as if they had been given permission to come alive.”
Children are involved in planning for learning through floor books using mind maps and in the self-evaluation of their learning through discussion at group time and throughout the day. Staff use this valuable information to plan and ensure that the learning experiences provided for the children will stimulate their natural curiosity, further develop skills, promote confidence and enable child-initiated play and learning.

**Outdoor Learning**

Our secure outdoor play area allows the children to actively explore their natural environment, building confidence and promoting health and wellbeing. We continually strive to develop this area to incorporate a wide range of learning experiences. It can be muddy at times which the children love!! Sometimes we talk about the rear, front and side garden areas and the soft surface to differentiate as each area offers a different play adventure. We are undergoing a new transformation within our outdoor area; it is hoped the work will be completed by the start of the August term.

**Dean Park Active Outdoor Activity**

All our pre-school children have access to our organised active outdoor learning facility at Dean Park. This takes place every Wednesday from 9.30 a.m. – 2.45 p.m. Hillbank Early Childhood Centre has been recognised as a leading centre within East Ayrshire Council for taking this initiative forward. Depending on the number of pre-school children and parent helpers available, the children either have this opportunity throughout the year, groups go on alternate weeks or we have a rotating twelve week block. This is always decided in the August of each new term.

A packed lunch, soup and two snacks are prepared prior to departure and each child has their own rucksack promoting independence. Parents and carers are asked to contribute £2.00 to this full day excursion. A meeting is organised each August for all parents and
carers whose child/children are eligible to attend. Isabelle Campbell, Head of Centre and a staff member meets with parents and gives a comprehensive report of what is involved and expected of parents and children.

We also support parents who wish to become involved with this initiative; this will be further discussed at the meeting.

**Sexual health, relationships, parenthood and drugs awareness**

The above topics are an important part of Curriculum for Excellence and in helping children to begin to develop essential life skills. Our staff are appropriately qualified and parents/carers should feel reassured of their skills in sensitively presenting information within the Early Level of the curriculum which is developmentally, socially and culturally appropriate to the needs and capabilities of very young children.

For example,

We may provide play experiences which help children learn about the tasks and responsibilities involved in looking after a baby.

We might share a story book about how positive relationships can help us to make new friends and how this helps us feel good about ourselves.

At circle time we might discuss safety of medicines or other items in the home.

*We will always let you know when we plan to discuss more sensitive topics, through monthly newsletters or by a separate letter.*
Section 5

Achievement and Improvement

From our most recent inspection report in July 2018 we were awarded the following grades:

- Quality of care and support 6 Excellent
- Quality of management and leadership 6 Excellent

Our Rights Respecting and ECO Committee continue to meet every month

We have gained our Silver Award Rights Respecting School and now working towards our Gold

We have now achieved our Third Green Flag for ECO Schools

We have worked in partnership with Vibrant Communities and Corporate Enforcement Officers to tackle dog fouling within the local community, we have been instrumental in gaining additional bins within the community and Local Park

We have used the challenge questions from HGIOELC to reflect and evaluate our service

We have successfully organised play and stay sessions throughout the year across all age groups improving our parental engagement and family learning

Rhyme of the fortnight has been cascaded throughout all age groups across the Centre developing early literacy skills and parental engagement

A pictorial Improvement Plan detailing activities and events throughout the sessions has enabled parents to be fully informed and participate in the self-evaluation process

Intergenerational project has been further developed through weekly visits to Graceland Care Home with children from Hillbank ECC

All staff attended ACES training

Our Facebook page, School App and online parental feedback forms has been very successful in engaging parents within the Centre

We continually work in partnership with Local Colleges, UWS, and Local Secondary Schools to support practical learning/training through work experience
Literacy

- We have concentrated on the promotion of literacy in both the indoor and outdoor context ensuring more natural resources and mark making resources are available and which are readily available for the children to select and use creatively.
- Children brought their favourite book to nursery and dressed up in their pyjamas to celebrate World Book Day. We also organised visiting readers from the community to come in and read to the children.
- Weekly Bookbug sessions and play sessions have been very successful during our parent and child places on a Wednesday.
- Baby Massage and Managing Behaviour programmes have been organised throughout the year.
- Small targeted individual and group work programmes give additional support in early literacy and language development.
- The training of two Communication Champions using the I can toolkit and Learning Language and Loving It, have supported staff on how to promote effective strategies to enhance communication and language across all age groups.
- Communication Board updated regularly with hints and tips.
- We have purchased a flat screen television which is located at the main entrance and provides regular updates for parents.
- The recent appointment of our Equity and Excellence Lead has enabled us to further develop our data on children’s learning and progress and support staff in developing more effective intervention strategies with regards to literacy and numeracy. Further support for ASN through formulating individual learning plans.
- All staff have attended HOTS training delivered by our Equity and Excellence Lead.
- The role of the Equity Lead supports the evaluation and collection of data to improve outcomes for children and families.

Numeracy

- A new and refreshed mathematical area where a variety of natural resources and materials have been added is being well used.
- We have introduced a Mathematical and Numeracy Audit tool, which enabled staff to identify gaps in resource provision.
• New resources have been purchased to support early maths and numeracy across the board
• Home link math bags have been developed and support children early numeracy skills within the home learning environment
• Maths has been developed within the outdoor and in particular during our active learning day at Dean Park

Health and Wellbeing
• Our continual commitment to support Dental Health visits and Childsmile has raised awareness of good dental health across the centre and with parents
• We continue to develop daily opportunities for children to engage in active outdoor learning
• Weekly visits to Dean Park with **two staff members** now completed their Forest School Level 3 Award
• We continue to work towards our Rights Respecting School Gold Award
• Regular planned opportunities for children to promote health and wellbeing, independence and social skills, through daily snack, welcome time and outdoor play
• Children participated in East Ayrshire’s Annual Hands up Tally and Walk to School Week to promote active healthy lifestyles
• SHANARRI principles are embedded throughout daily routine
• We provided opportunities for children to learn about substance misuse through the use of child friendly resources such as ‘Oh Lila’ and ‘Toby the Nosy Cat’.
• All children have daily access to active outdoor learning and all 4 year olds continue to enjoy our weekly visits to Dean Park.
**Literacy**

Promote literacy rich environment inside and out across the centre.

Our two Communication Champions will lead on supporting individual children in specific areas of speech language and communication with small group and individual programmes being rolled out. Use of I Can toolkit and word aware will support this.

Communication Board will be updated on a regular basis providing “hints and tips” for parents.

Rhyme of the fortnight will continue to be promoted as will home link initiatives across all age groups

Weekly book bug sessions in conjunction with workshops focusing on early language, communication and speech acquisition - promoting parental involvement - reaching out to the local community

Our Equity and Excellence Lead will support staff with strategies to promote early language skills and gather data

**Numeracy**

A Mathematical and Numeracy Audit will be carried out to identify gaps in resources

In house ELMAT to assess mathematical and numerical understanding and ability of 4 year olds

Home link numeracy bags are linked to children’s scoring from ELMAT tracker. Each bag will have an evaluation for parents to complete to assess progress

Our Equity and Excellence Lead will evaluate the home link initiative and provide data through PDSA model for improvement

Outdoor learning to have a focus on maths and numeracy in light of new outdoor area
Health & Wellbeing

Revisit with children and parents UNCRC as we work towards our Gold Award

Revisit Articles both with the playrooms & through home link initiatives

Continue the drive on reuse recycle reduce

Continue to support the children in Arua in Uganda to achieve their rights. Enable our children to have a better understanding of life outside their community

Refurbishment of outdoor area to be completed by August 2019, which will bring a new dynamic to our active outdoor learning environment

Funding from the Tesco Bags for Help Grant Scheme will support the purchase of new resources for the new outdoor area

To plan and develop a variety of Family Learning initiatives across all age groups, with a particular focus during term time

Introduce PATHS resource (Promoting Alternative Thinking Strategies) as a tool to support children’s emotional awareness

Technologies

Support children, parents and staff to develop their understanding of more effective use of ICT to develop children’s learning, curiosity and thinking skills.

Training package to be identified and planned sessions for staff to ensure the roll out of GLOW

Children’s individual plans and monthly overviews will be stored within GLOW

To trial children’s online profiles with one keyworker group to test the feasibility of rolling this out across the 3-5 year age group

To support all staff with the new FACE EAGER system

To roll out STEM home link bags to further develop the children’s knowledge and understanding of early science
Section 6

Assessment

Within Hillbank ECC the key worker system is operational. Staff work with their group of children observing their individual learning and identify their next steps. Each child has an individual learning profile where photographs, observations and samples of work are collated to give an overview of the child’s achievements across each month. Children’s progress is carefully monitored using the Benchmarks and Experiences and Outcomes within the Curriculum for Excellence (Early Level).

Expressive arts, Religious and moral education, Health and wellbeing, Sciences, Languages, Social studies, Mathematics and Technologies.

All children have an individual learning plan which highlights specific learning intentions and interests around the SHANARRI indicators. All plans are discussed, agreed and signed by parents on a monthly basis within the 0-3 year age group and every 3 months within the 3-5 year age group.

Reporting to Parents and Carers

Appointments are also arranged when each parent/carer can discuss their child’s progress usually twice a year. They will have an opportunity to view their child’s individual learning profile, tracking and record of achievements and ask any questions regarding their learning. When children move on from nursery to nursery and to primary school we ask parental permission that the child’s transition report and tracking moves with them.

A care plan is completed within 28 days after each child has started nursery with parents and carers. This allows pertinent information to be shared with regards to the child’s individual needs and interests. The following month each keyworker completes an individual plan with two to three small targets using the SHANARRI Indicators.
Section 7

Further Information

If you require further information please contact
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Cabinet Member with responsibility for Skills and Learning
Councillor Fiona Campbell
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Cabinet Member with responsibility for Wellbeing and Children’s Champion
Councillor Iain Linton
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU
Telephone Number: 01563 576565

Local elected members for ward
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Helpful contact details and websites
http://www.scottishchildcare.gov.uk/
http://www.careinspectorate.com/

Care Inspection Report 2018