

Nether Robertland Early Childhood Centre
Cairnduff Place
Kilmarnock
KA3 5QF

Telephone No	01560 486695
Email:	sheree.moran@east-ayrshire.gov.uk
Twitter:	
Glow:	
Facebook:	
Denominational Status (if any):	Non-Denominational
Centre Role:	Co-educational centre with a roll of 120 full time places Stages Covered – Age 3 – 5 years
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

Centre Opening Times: 8am – 6pm

SECTION 1

Dear Parents/Carers,

I am delighted to welcome both you and your child to Nether Robertland Early Childhood Centre. During your time here I hope you will feel very welcome and included within the life of the centre. We believe that children benefit most from early years education and care when parents/carers and staff work together in partnership. We will continuously use your views and opinions to inform appropriate changes and improvements to the provisions that we offer.

We aim to foster positive relationships with you and your child, based on trust and mutual respect and strive to create a happy, fun environment, where all children will develop and reach their full potential.

In response to the ongoing Covid-19 pandemic, additional safety measures have been implemented to keep you and your child safe. These will be communicated to you on an on-going basis.

I hope you will find the information in this handbook helpful, however if you require any additional information, please do not hesitate in contacting myself or any other member of the team.

Kind Regards

Sheree Moran
Head of Centre

Our Vision, Values and Aims

At Nether Robertland Early Childhood Centre our shared vision is to create a safe, happy and nurturing environment where everyone in our learning community is motivated and supported to achieve their full potential. We will work as part of an equal team to provide a service appropriate to the needs of the individual children and families based on our values of kindness, honesty and respect.

At Nether Robertland ECC our shared aims are:

To provide a fun, creative and stimulating learning environment outdoors and indoors, where every child is supported and challenged to reach their full potential.

To create a warm welcoming ethos, where everyone feels they belong, promoting happiness and wellbeing within the centre.

To foster nurturing and caring relationships with children and families, providing opportunities for parents, carers and the wider community to participate in the life of the centre.

To celebrate diversity, appreciating and respecting the things that make each child and adult unique.

To support staff to feel confident and empowered within their individual and team roles.

To celebrate significant achievements and events in the lives of the children, families and staff, promoting confidence and self-esteem.

To continuously strive to improve the Early Childhood Centre, making it the best it can be.

Our aims and objectives reflect the key principles of the Health and Social Care Standards (2017)

Dignity and Respect – Compassion – Inclusion – Responsive Care – Wellbeing

We believe that children thrive best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Our ECC aims to promote positive behaviour and relationships based upon respect. We have an expectation that during their time with us your child will learn to understand and follow rules and respect boundaries. Whilst working in partnership and co-operation with you, we hope to build on the relationships and values your child has experienced at home.

At the age of 3-5, children are learning to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental milestone that requires support, encouragement, teaching and most importantly, positive modelling.

Staff will provide a positive model of behaviour for children, and use praise and encouragement to reinforce the importance of positive behaviour. Staff are skilled in their approach to managing children exhibiting more challenging behaviours. Any significant incidents would always be discussed with parents/carers, in order to establish the nature of the behaviour and to work together to agree the best way forward to support you and your child.

The principles that underpin how we promote positive and considerate behaviour exist within our centre values and the whole ethos of our ECC. We will use strategies such as 'star of the day' as a positive reinforcement for positive behaviour and to reward children.

Meet the Staff Team

Head of Centre

Sheree Moran

Depute Manager

Laura Armstrong

Senior Early Learning and Childcare Practitioner

Dawn Hunter

Senior Early Learning and Childcare Practitioner

Lynne Ogilvy

Early Learning and Childcare Practitioner (Community)

Hazel Wills

Clerical Assistant

Joanna Davis

Clerical Assistant

Vacant Post

Early Learning and Childcare Practitioners

Aileen Butters

Claire McGregor

Martin McMullen

Sadie McAree

Tracy Caven

Karen Conner

Carol McVitie

Sharon Smith

Lynsey Ferguson

Madeline Orr

Natasha Cameron

Ashley Penrose

Pamela White

Chloe Dixon

Chloe Hamilton

Heather Burnett

Stacey Lee

Janitor

Campus Staff

Section 2

Transitions

A smooth transition from home to the early childhood centre is essential in ensuring your child feels safe, secure and confident within their new learning environment. We hope that you feel well informed and supported through our effective enrolment and induction procedures.

Prior to your child starting at the ECC, you will be notified by letter of your child's start date. You would normally be expected to stay with your child for their first session to ensure that they become familiar and feel comfortable within their new surroundings. Your child's keyworker would then discuss further with you on whether they wish you to stay for further sessions (or periods of time) to support your child. Unfortunately this procedure is no longer possible with current restrictions in relation to COVID-19. Instead your child's keyworker will meet you in our outdoor area to complete the necessary paperwork and will support your child fully to settle in. Updates can be arranged via telephone. Please ensure that you are available and contactable throughout the first couple of weeks of your child's placement.

On your child's first session, your child's keyworker will complete a personal plan with you, to enable them to best meet the needs of your child.

During the initial settling in period, your child's keyworker will observe your child closely as they play. After 3-4 weeks, you will have the opportunity to meet with your child's keyworker to have a short, informal discussion in relation to how your child is settling. This will be done outdoors in the garden area or via telephone over the coming months.

Should your child transfer to our establishment from another centre, or vice versa, it is best practice for establishments to share assessment information to ensure a smooth transition and continued progress. If possible staff may visit your child prior to them starting with us or accompany them on their first day at a new centre.

We enjoy a close working relationship with Nether Robertland Primary School and have a number of combined activities throughout the year.

In accordance with East Ayrshire Council's policies and procedures we assist in a range of ways to ensure an effective transition from our ECC 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 ECC, Primary School and professionals who may provide support to your child.

Associated Primary Schools

Nether Robertland Primary School, Pokelly Place, Stewarton, Kilmarnock Tel 01560 482035

Lainshaw Primary School, Kilwinning Road, Stewarton, Kilmarnock Tel 01560 483653

SECTION 3

School Holidays and In-service Days

EAST AYRSHIRE COUNCIL					
School Holiday Arrangements 2020/2021					
Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service) Pupils return	Tuesday 11 August 2020 Wednesday 12 August 2020		
		***Holiday	Thursday 17 September 2020		
		*Local Holiday	Friday 18 September 2020	1	
		*Local Holiday	Monday 21 September 2020	2	
		Close	Friday 9 October 2020		
Second	Mid Term	Teachers (In Service) Pupils return	Monday 19 October 2020 Tuesday 20 October 2020	7	
		***Close	Friday 18 December 2020		86
		Re-open	Wednesday 6 January 2021	16	
		Close	Friday 12 February 2021		
		Local Holiday	Monday 15 February 2021	17	
Third		Teachers (In Service) Teachers (In Service) Pupils return	Tuesday 16 February 2021 Wednesday 17 February 2021 Thursday 18 February 2021		
		Close	Thursday 1 April 2021		147
		Re-open	Monday 19 April 2021	28	
		Local Holiday (May Day)	Monday 3 May 2021	29	
		**Teachers (In Service)	Thursday 6 May 2021		
		Local Holiday	Monday 31 May 2021	30	
		Pupils return	Tuesday 1 June 2021		
		Close	Friday 25 June 2021	66	195
<p><i>*Subject to change in alignment with Gold Cup weekend. ** Parliamentary Election. ***Additional days agreed following consultation as a result of Covid 19.</i></p> <p>Session 2021/2022: Teachers (In Service) – Tuesday 17 August 2021 Teachers (In Service) - Wednesday 18 August 2021 Pupils Return – Thursday 19 August 2021</p> <p>Good Friday - 2 April 2021</p>					

ECC Session Times

<u>AM</u>	8.00am – 12.45pm (lunch provided)	48 week provision
<u>PM</u>	1.15pm – 6.00pm (high tea provided)	48 week provision
<u>2.5 days</u>	2 full days 8.00am – 6.00pm plus one half day (either 8.00am – 12.45pm or 1.15pm – 6.00pm)	48 week provision
<u>3 full days</u>	8.00am – 6.00pm	term time provision

There will be a soft start and finish for all sessions provided, please advise your child's keyworker of intended drop off and pick up times.

Attendance / Reporting an Absence

If your child is ill or going to be absent then please let us know as soon as possible by calling the centre on 01560 486695 before their session is due to start, please highlight the details of their illness/reason for absence and when you think your child will return to the centre. Your co-operation regarding this important matter is greatly appreciated. Failure to make contact will result in staff in the centre contacting you to ascertain the reason for your child's absence.

Staff will advise you of exclusion periods (if appropriate). Please ensure that your child does not return prior to the end of the exclusion period as this may place our staff and other children at risk of infection.

If your child becomes unwell during their time within the ECC, a member of staff will accompany your child to the parent's room. The parent's room is comfortable and well ventilated. The member of staff will wait with your child until you have collected them, this will minimise contact with any other children.

If your child or a member of your household display symptoms of the coronavirus then please follow the government guidelines on self-isolation and testing. Please notify the ECC immediately if your child or anyone within the household starts to display any symptoms relating to COVID 19.

Updating personal information

Please ensure that you inform staff at the ECC of any change of personal information as soon as possible, this allows us to keep all records accurate and up to date. It is **essential** that we have the correct phone number and details to contact you in the event of an emergency.

Please also ensure that any adult that may be collecting your child is registered on the enrolment form as a 'collector' as staff will not allow your child to leave with anyone who is not listed.

Dress Code

Please dress your child in comfortable clothes as it is likely that they will engage in a variety of "messy" play activities throughout the session, for this reason we advise against wearing their "best" clothing to the ECC.

Polo shirts with the ECC logo can be purchased from Ayrshire Schoolwear in Kilmarnock however this is a personal choice, please do not feel under any pressure to purchase these.

The outdoor area is fully accessible to children every session, therefore please ensure your child brings appropriate outdoor clothing to keep them warm and dry, including wellies and a raincoat.

Please put your child's name on **ALL** of their belongings to ensure they do not get lost. Please provide soft shoes for indoor play.

Security and Visitors

We are very aware of security in and around the centre. During sessional times our gates and internal access doors will remain secure at all times. Any visitors must report to the office on arrival to sign in. Any visitor unknown to staff members must show evidence of identity before entering the building. Visitors will also be expected to enter their details into the record book which is placed outside the office window.

All staff working in our ECC wear name badges for identification.

It is expected that a responsible adult (over 16 years) will bring your child to and from the ECC. Parents and carers bringing and collecting children will be expected to sign their child in and out - sheets with details are positioned within your child's keyworker base. In the interest of your child's safety, you should make a point of telling the Head of Centre or keyworker if he or she is to be collected by someone not known to the Head of Centre or staff members. This is essential as children will not be allowed to leave with someone unknown to staff.

You will be asked to identify a password when completing your child's personal plan. This will be used for first time pickups when a person is a named collector but unknown to staff. Passwords will be reviewed regularly.

Complaints Handling

Should you have a complaint about the care or education your child receives while attending Nether Robertland ECC please do not hesitate to contact the Head of Centre, Sheree Moran or the Depute Manager, Laura Armstrong. We try to keep an 'open door' policy at Nether Robertland which means we will try to respond to your concerns immediately. However it may be a good idea to make an appointment to ensure time is set aside for you.

If the Head of Centre is unable to provide a satisfactory resolution to your complaint, you can raise a formal complaint via the council's complaints procedure. Details on this can be found on the East Ayrshire Council website. Your complaint will be reviewed by a manager within education and a response provided within five working days.

If you are not satisfied with the response received, you can ask for a further review of your complaint by senior management, who will aim to respond within 20 working days.

If you have completed the council's complaints process and you are still unhappy, you can ask the Scottish Public Services Ombudsman to look at your complaint.

You have the right to contact the Care Inspectorate with any complaint that you have about the ECC. The Care Inspectorate is responsible for regulating the service we provide. You can make a complaint to the Care Inspectorate:

Online at: www.careinspectorate.com By email enquires@careinspectorate.com
By phone 0845 600 9527

Emergency Procedures / Medical Matters

At enrolment, please inform your child's keyworker or a member of the management team of any allergy, dietary or medical needs.

Our registered First Aider in the centre is Dawn Hunter (SELCP) who can provide advice to you regarding administration of medication and provide you with the necessary consent forms to complete. A number of staff have completed their emergency first aid training.

Nether Robertland ECC is a **NUT FREE ZONE**. Please be aware that a number of children suffer from allergies and for this reason we ask children not to bring food from home into the centre.

Sun Lotion

We ask that it is your responsibility to ensure that your child is protected from the harmful effects of the sun. During warmer weather, please ensure that you apply sun lotion to your child prior to them arriving at the ECC.

It would be beneficial in the warmer weather to dress your child in appropriate clothing and provide your child with a sunhat. This can be worn or stored in their bag.

SECTION 4

The Curriculum

We hope that everyone attending or visiting Nether Robertland Early Childhood Centre enjoys the fantastic experiences that we have on offer. Your child will have access to various planned experiences and opportunities that they can explore indoors, outdoors and within the local community, this will support their learning and development across all the curriculum areas of Scotland's national "Curriculum for Excellence":

- Health and Wellbeing
- Literacy and English
- Numeracy and Maths
- Expressive Arts
- Sciences
- Religious and Moral Education
- Technologies
- Social Studies

Your child will follow the same curriculum, working through the different levels from their early years' experience, through primary and into secondary school. We look forward to supporting and nurturing your child's unique talents, interests and abilities.

Nether Robertland ECC is registered with the Care Inspectorate as an indoor/outdoor setting. This model is the same as an indoor setting but where the scale and quality of the outdoor space is suitable to register additional capacity and appropriate for enhancing the child's quality of play and learning experiences.

We aim to enhance children's learning within the centre by fully accessing both the indoor and outdoor environments, allowing children to experience the full spectrum of activities available. We will provide opportunities for the children to engage with nature, learn new skills and discover the world around them through play. We follow current guidelines to ensure that children can play happy, safe and secure within the establishment. Staff will continuously assess the weather conditions throughout the session and take appropriate action if required to ensure the health and safety of all children and adults using the outdoor area.

At Nether Robertland ECC staff will plan fortnightly, ensuring a good balance of adult and child initiated experiences. Staff will observe children closely, enabling them to plan carefully to stimulate children's natural curiosity, creativity and confidence. Through the use of thinking and talking floor books children's interests and prior learning is at the heart of our planning. Displays throughout the playroom will give a flavour of the children's learning and achievements. There will be opportunities to view children's personal learning profiles through parent's progress meetings throughout the year.

Our ECC is organised with a view to providing children with the highest quality of learning experiences through a wide range of activities and resources. The most

important resource are the staff themselves. Their quality interactions with your child are essential in ensuring that the learning experiences offered are fun and developmentally appropriate.

In addition, your child will have the opportunity to make visits to various places of interest in the local community and beyond. We celebrate special events and invite various children's entertainers in throughout the year.

Young children naturally engage in play. Our learning and teaching approaches are child centred, and based on play experiences. Through the medium of play, we seek to take forward children's development and learning: and meet their individual needs and interests. We encourage children to explore, experiment, investigate, observe, listen, talk and think creatively. We are also committed to providing children with opportunities for energetic physical play daily.

Additional Support for Learning

Nether Robertland Early Childhood Centre provides an inclusive learning environment for all children. Every child has the right to be included and supported. With the prior consent of parents/carers, staff may discuss the support needs of individual children with a range of professionals in order to ensure that individual support/learning plans are appropriate to the specific needs of the child. In line with legislation, parents/carers will be fully consulted at all stages. Other professionals, may include, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Health Visitor, Community Paediatrician, Visual Impairment Team and Audiology.

The Educational Psychologist visits the centre regularly to work with staff to ensure we provide the most effective support possible to children who are experiencing barriers to their learning. Their role is often in giving advice and sharing expertise with staff.

When concerns are raised, relevant assessments are carried out and a Team around the Child (TAC) meeting may be convened. You will be fully informed throughout.

If you have any concerns about your child's wellbeing or development then please speak to your child's keyworker or any member of the management team.

SECTION 5

Achievements

We have identified a communication champion within the centre to develop the communication and language skills of all children. The communication champion attends regular training, shares learning with staff and leads targeted intervention.

Our inter-generational work with Hamilton Gardens was beneficial in further developing relationships within the community.

During term 4 staff provided weekly literacy\numeracy activities for all children via journals. Outdoor learning weekly challenge was continued, although virtual. This was in recognition that not everyone had a garden. Contact was maintained with families and support offered regularly.

Staff engaged in various CPL during term 4, when working from home, reflecting on practice and identifying ideas and improvements to implement in the months ahead.

In June, nearly all staff participated in a 3 week training programme, where they had the opportunity to comment and add to all of the centre's policies, procedures and risk assessments. This will support consistency in practice going forward.

Throughout the year, management have been working to build and develop the new staff team.

Improvement Priorities for 2020-2021

Health and Wellbeing

To embed the nurture principles across all aspects of service provision, with a focus on relationships, routines, transitions and the environment.

To Build and Develop the Team

To build and develop a team culture, within a respectful and supportive ethos, where all staff are highly valued and supported to reach their full potential.

Early Literacy and Numeracy Skills

To improve early literacy and numeracy skills of all children, with a particular focus on children at risk of not attaining through targeted intervention.

SECTION 6

Assessment

Staff are skilled in planning a wide range of activities and learning experiences which will be appropriate for your child's stage of development. Records of children's progress are kept, and this information is used to plan next steps in learning. The Head of Centre, in conjunction with keyworkers, track and monitor the progress of every child. Where required additional support and challenge will be provided.

Reporting to parents and carers

We schedule a short, informal discussion with parents/carers 3-4 weeks after your child starts at our ECC, to discuss how they are settling in. However, please do not hesitate to speak to your child's Key Worker or Head of Centre prior to this if you have any concerns you wish to raise.

Appointments are also made available for you to discuss your child's progress with his/her key worker twice a year, usually in November and May. With your permission, your child's record of progress, known as the Transition Profile, is passed on to the appropriate primary school. This information helps your child make a smooth, well informed, transition from the ECC to Primary 1.

Personal Plan / Profiling

Evidence of your child's learning and development will be collated. This will include various pieces of work such as drawings, paintings and photographs. This will also include comments from children, you and staff. Children's personal plans are reviewed every 6 months or sooner if required.

Children have the opportunity to access their special scrapbooks and review and discuss their contents on a regular basis. Opportunities for you to view and comment on your child's profile are regularly made available during the year. Personal profiles will be passed to you prior to your child moving on to Primary 1.