

Nether Robertland Early Childhood Centre
Cairnduff Place
Kilmarnock
KA3 5QD

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Email:	Leanne.strathearn@eastayrshire.org.uk
Twitter:	NR_ECC
Glow:	N/A
Facebook:	Nether Robertland ECC
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.

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

Leanne Strathearn
Head of Centre

Our Vision, Values and Aims

At Nether Robertland Early Childhood Centre (ECC) we have worked together to create a new vision and values in consultation with our staff and families of the centre. Children have the opportunity to design a slogan for the centre which will highlight our values.

Our new ECC shared vision is: At Nether Robertland ECC, we aim to offer a safe, nurturing environment where all children and families are known and valued, where all differing needs are acknowledged, accepted and met. Together as a community we will strive to provide high quality early years experiences.

Our new ECC shared values are: Nurturing, Kind, Compassionate, Friendly & Supportive. These values are what we would anticipate for all children, families and agencies to feel and see during their time within the centre.

At Nether Robertland ECC our shared aims are:

To provide a fun, creative, curious and stimulating learning environment both outdoors and indoors, where every child is supported and challenged to reach their full potential and have fun doing it through play and develop children's own confidence in their abilities.

To create a warm welcoming, nurturing ethos, where everyone feels they belong, promoting love, 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 of each and every child, appreciating and respecting the things that make each child and adult unique.

To support all staff to feel confident and empowered within their individual and team roles whilst encouraging them to shape the centre and show respect to the centre as a whole.

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

To continuously strive to improve the ECC and its environment, making it the best it can be for all our children to exceed in their skills and developments.

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

Dignity and Respect – Compassion- Be Included – Responsive Care & Support –
Wellbeing

We believe that children thrive best when their personal, social and emotional needs are met and where there are clear and 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 in managing more challenging/distressed 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 and celebrate their successes at home and in the ECC.

Meet the Staff Team

Head of Centre	Leanne Strathearn
Depute Manager	Laura Armstrong
Senior Early Learning and Childcare Practitioner	Shannon Barbour
Senior Early Learning and Childcare Practitioner	Lynne Ogilvy
Early Learning and Childcare Practitioner (Community)	Hazel Wills
Senior Clerical Assistant	Elizabeth Templeton
Clerical Assistant	Stacy Cleland

Early Learning and Childcare Practitioners (ELCPs)

Term-Time ELCPs

Aileen Butters	Ashley Penrose	Heather Burnett
Sadie McAree	Tracy Caven	Stacey Gibson (Mat Leave)
Carol McVitie	Sharon Smith	Madeline Orr
Pamela White	Chloe Fleming	

48 Week ELCPs

Chloe Hamilton (Mat Leave)	Michelle Colqhoun	
Martin McMullen (Seconded Post)		
Claire McGregor	Matthew Watson	Thomas Mabon (Support Assistant)
Jodie Smith (Temporary)	Lauren Connell (Temporary)	Charlie Broughton

Janitors

Campus Staff

Catering Team

Liz Fulton	Agnes Hamilton	Debbie Welsh
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Section 2

Transitions

Effective transitions into primary school should take account of the extended time over which children's and families' expectations start to form, and this should be continued up to the time when children feel settled, secure and have developed a sense of belonging and wellbeing within the new situation.

Our hopes and expectations from our transition process are that parents find transitions to be positive, they feel confident and enthusiastic about what lies ahead for their child. Children's expectations are formed largely by what their families say and how they act. This is why our transitions are not treated solely as a children's matter, but rather as a family matter.

Our expectations are that families and children are communicated well throughout the process and families have trust in the staff undertaking each stage in the transition process from planning to classes. The ECC will clearly engage and respond openly, collegiately, flexibly and transparently in supporting all the transitions being made by our children and young people.

The expectations are that we will follow Government guidance from Realising the Ambition by ensuring that the centre follows the 5 C's of transition for all: Child Centred, Consistency, Communication, Culture and Collaboration. These will be part of the planning process for all transitions within the centre.

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 enrolment and induction procedures.

Prior to your child starting at the ECC, you will be notified by email of your child's confirmed allocation and an enrolment date. During our enrolment session you will be well informed about the Centre and all its processes, during this session we wish to answer all questions you may have. After you have your enrolment you will be informed 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. Please ensure that you are available and contactable throughout the first couple of weeks of your child's placement. We will take the settling in process at your child and your pace.

Prior to your child starting during your enrolment session, you will be given out a personal plan to complete, it is imperative that you complete this as close to your child starting as possible. Please bring your personal plan with your child on their first start date, this will allow your child's keyworker to best meet the needs of your child from this personal plan information.

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 chat with your child's keyworker to hear how your child is settling and you will also receive a copy of your child's settling in report. This will be done face to face or via a telephone call.

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 Lainshaw Primary School and plan to have a number of combined activities throughout the next academic year. We also have strong relationships with both primary schools to ensure that all children benefit from a smooth transition to school.

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 other professionals who may provide support to your child. All information is given to parents at the earliest time involving school transition plans each year.

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



School holidays 2024/25

Please note that all dates are inclusive.

Date	Holiday
August	
Monday 19 August 2024	In-service day
Tuesday 20 August 2024	In-service day
Wednesday 21 August 2024	Pupils return
September	
Friday 20 September to Monday 23 September 2024	Local holidays (Ayr Gold Cup weekend)
Tuesday 24 September 2024	Pupils return
October	
Monday 14 October to Friday 18 October 2024	October holidays
Monday 21 October 2024	In-service day
Tuesday 22 October 2024	Pupils return
December/January	
Monday 23 December 2024 to Friday 3 January 2025	Christmas and New Year
Monday 6 January 2025	Pupils return
February	
Monday 10 February 2025	Local holiday
Tuesday 11 February 2025	In-service day
Wednesday 12 February 2025	Pupils return
April	
Monday 7 April to Monday 21 April 2025	Easter holidays (Good Friday – 18 April 2025)
Tuesday 22 April 2025	Pupils return
May	
Monday 5 May 2025	Local holiday (May Day)
Tuesday 6 May 2025	In-service day
Wednesday 7 May 2025	Pupils return
June/July/August	
Monday 30 June to Friday 15 August 2025	Summer holidays
Monday 18 August 2025	In-service day
Tuesday 19 August 2025	In-service day
Wednesday 20 August 2025	Pupils return

Public Holidays/In-Service Days 2024/25 for 48 week Families
(Closed to all children)

(Monday 19th August 2024 – In Service Day)
(Tuesday 20th August 2024 - in Service Day)

Friday 20th September 2024
Monday 23 September 2024

(Monday 21st October 2024 in Service Day)

Wednesday 25th December
Thursday 26th December
Friday 27th December
Monday 30th December
Tuesday 31st December

Wednesday 1st January 2025
Thursday 2nd January 2025
Friday 3rd January 2025

(Tuesday 14 February 2025 in Service Day)

Friday 18th April 2025
Monday 21st April 2025

Monday 5th May 2025
(Tuesday 6th May 2025 in Service Day)

(Monday 18th August 2025 – In Service Day)
(Tuesday 19th August 2025 - in Service Day)

Friday 19th September 2025
Monday 22nd September 2025

(Monday 20th October 2025 in Service Day)

Thursday 25th December 2025
Friday 26th December 2025
Monday 29th December 2025
Tuesday 30st December 2025
Wednesday 31st December 2025

ECC Session Times

AM	8.00am – 12.45pm (lunch provided)	48 week provision
PM	1.15pm – 6.00pm (high tea provided)	48 week provision
2.5 days	2 full days either 8:00am – 5:30pm plus one half day 48 week Provision (either 8:00am – 12:45pm or 1:15pm – 6:00pm)	
9am-3pm	9:00am – 3:00pm (lunch provided) term-time provision	

There is a soft start and finish for all sessions provided, further information will be shared with you at enrolment.

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 between your child and any other children.

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 and jumpers with the ECC logo can be purchased from Ayrshire Schoolwear in Kilmarnock or My Clothing (Google search) however this is a personal choice, please do not feel under any pressure to purchase these. We also have a selection of previously owned polo shirts/jumpers free to a good home situated in our Family Room.

The outdoor area is fully accessible to children every session, therefore please ensure your child brings appropriate outdoor clothing in a named/labelled bag to store the outdoor clothing in, including wellies and a waterproof puddlesuit.

Please put your child’s name on **ALL** of their belongings to ensure they do not get lost.

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 in the main corridor area.

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.

Complaints Handling

1. Should you have a complaint about the care or education your child receives while attending Nether Robertland Early Childhood Centre please do not hesitate to contact the Head of Centre, Leanne Strathearn 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.
2. 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 where you can fill out an online form, or email the council at the.council@east-ayrshire.gov.uk, you can call on 01563 554400 or write to them. Your complaint will be reviewed by a manager within education and a response provided within five working days. In exceptional circumstances an extension may be granted for a further five working days, to conclude the response.
3. 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.
4. 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 Early Childhood Centre. 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. If this changes throughout the year or your child develops any allergy, dietary or medical needs please inform your child's keyworker and SMT.

Our main registered First Aider in the centre is Shannon Barbour (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 and Latex FREE ZONE – we actively discourage anyone from bringing in these products due to allergies.** 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. We will then apply a second coat of cream prior to your child going outdoors and again throughout the day as required.

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 happily and safely within the establishment. Staff 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 plan monthly, ensuring a good balance of adult and child-initiated experiences. Staff observe children closely, enabling them to plan carefully to stimulate children's natural curiosity, creativity and confidence, these observations are then put on your child's learning journals for you to see and comment on. Displays throughout the playroom will give a flavour of what the children are learning and their achievements. There will be opportunities to view discuss children's progress 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. All dates will be put into a termly dates for diary overview and given to all parents at the start of each term.

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 Family (TAF) 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: Improvement Priorities for 2024 -2025

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> • Health and Wellbeing leadership group priorities • To enhance staff wellbeing approaches • Community leadership group priorities • Outdoors and ECO leadership group priorities • Literacy leadership group priorities • A focus on Big Bedtime Read • Monthly Makaton sessions for parents. • Monthly children's council meetings • Staff will have an active training plan. • UNCRC Rights based approach. • Collaborative approach with ECC's. • Children's voice and children driving improvement forward. 	<ul style="list-style-type: none"> • The ECC environment will focus on risky play. • The ECC will be looking maximising our outdoors space. • There will be an enhanced focus on visual aids, labelling and pictorials. • The Centre will look to enhance and embed its use of loose parts. • Staff CLPL for high quality learning and a focus on literacy and numeracy skills. • Staff will undertake training in effective target setting, observation writing and provocation. • More in depth training on schematic play • Clearly established routine for all children with an emphasis on the goals and ethos. • To continue to build on staff confidence in relation to the EAC planning model through the monitoring and tracking tools and monitoring of children's experiences. • Digital Literacy for children. • Pedagogy and curriculum focus
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> • All children will look at the Centre ethos, children's rights and create new golden rules for the Centre. • Staff will all participate in CPI Safety Intervention Training. • Focus on parental workshops and parent support. • Book Bug and PEEP sessions to support family involvement. • There will be a Rights Based Approach within the Centre. • We will look at Nurture as a Whole School Approach. • Invest time in working alongside the local community. • There will be an enhanced focus on staff wellbeing. • Child poverty approach. • Attendance tracking. • Health and wellbeing emphasis with focus on Respect for All. 	<ul style="list-style-type: none"> • The Centre will focus on <u>Developing</u> the Young Workforce skills, to allow experiences for children that focus on real life skills. • Include a wide range of visiting professionals in to the ECC for children to experience real life jobs and skills for future aspirations. • The Centre will focus on creating additional experiences for our children that are accessible to all children, providing all our ECC children with the best start. • Staff will undertake training to enhance higher order thinking skills and effective questioning for children. • Staff will undertake training in effective target setting, observation writing and provocation • There will be effective data tracking carried out November, January and April. • The Centre will be focusing on literacy training to work alongside Nether <u>Robertland</u> Primary School. • Food for Thought Grant Application and Plans.

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, tracks and monitors the progress of every child.

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 keyworker or Head of Centre prior to this if you have any concerns you wish to raise.

Appointments will be made available for you via telephone call or face to face to discuss your child's progress with his/her key worker twice a year, these are usually in November and May.

With your permission, your child's record of progress, known as the Transition Profile, is then 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 /Learning Journals:

Evidence of your child's learning and development will be provided through our Learning Journal system, where over the course of the month every child should have between 4-8 observations detailing your child's individual learning and development. Your child will also have a children's personal plans and these are reviewed every 6 months or sooner if required.