



ESTABLISHMENT INFORMATION



Establishment Name:	Whatriggs Early Childhood Centre
Address:	Whatriggs Road Kilmarnock KA1 3SZ
Telephone Number:	01563 551587
Email:	elaine.kirk@eastayrshire.org.uk
Centre Blog:	https://blogs.glowscotland.org.uk/ea/whatriggseccmain2019/
Facebook:	https://www.facebook.com/WhatriggsECC/
Twitter:	@WhatriggsECC
Date:	2021-2022

Dear Parents/Carers,

Welcome to Whattriggs Early Childhood Centre, we hope that your child's time with us will be a happy experience.

We realise that Whattriggs ECC may be your child's first experience of interacting with adults and children out with their own family. We therefore aim to make it a happy and pleasant time for your child by providing a safe, welcoming, responsive and nurturing environment. We will extend the valuable learning experiences you have introduced to your child and care for them as individuals.

Parental involvement and working in partnership with parents is very important to us and we actively encourage close parent/staff engagement. We aim to build positive, respectful relationships with all service users, fostering mutual trust with shared two way communication using a range of methods.

We use a nurturing approach within the Centre and our staff team are experienced, skilled, caring and highly motivated. They provide regular support, encouragement and praise to children to build confidence and independence, ensuring they reach their full potential. Our staff are enthusiastic in providing high quality care and education.

We hope that you enjoy reading our handbook and that the information is helpful and interesting to you but if you require any additional information please do not hesitate to speak to us at any time. The staff are here to help you, so please feel free to approach us at any time to discuss any concerns. We also welcome any feedback or suggestions you may have to enable us to make improvements, as we continuously strive to provide an excellent service for our children and families.

We look forward to welcoming you and your child to Whattriggs Early Childhood Centre.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Elaine Kirk', written in a cursive style.

Elaine Kirk

Head of Centre

CENTRE OVERVIEW

Whatriggs ECC opened in August 2017 within the Bellfield area of Kilmarnock. We are open 48 weeks of the year and children are able to attend on a full year or term time basis. We offer 1140 hours of early learning and childcare for the children within our 3-5 room and this is provided through various attendance patterns. Our 3-5 playrooms consist of the Oak, Birch and Chestnut rooms. Within our 2-3 room, known as the willow room, eligible children can also receive 1140 hours of ELC.

Capacity: 3-5 room - 88 FTE / 2-3 room – 15 FTE

Current Roll: (3-5 room): 112 (2-3 room): 20

Stages covered: 2-5 years

Denominational Status: Non-Denominational

Opening Hours: 8.00am-6.00pm

Session times:	<u>3-5 room</u>	<u>2-3 room</u>
	AM: 08.00am-12.45pm	AM: 08.00am-12.45pm
	PM: 1.15-6.00pm	PM: 1.15-6.00pm
	Full day: 08.00am-6.00pm	9.00am-3.00pm
	8.50-2.50pm / 9.10-3.10pm	

Children who attend a morning/full day session are provided with a morning snack and lunch. Children who attend an afternoon/full day session are provided with an afternoon snack and evening meal.

CENTRE STAFF

Head of Centre: Elaine Kirk

Depute Manager: Michelle Murphy

Senior ELCPs: Katie McKaughtrie
Sheree Bryden

ELCPs:
(Currently 3-5s) **Chestnut Room**
Margaret Lymburn / Claire Webb (key workers green frogs)
Kirsty Deans (key worker red ladybirds)
Lee-Anne Strachan (key worker yellow lions)
Dayna Martin (key worker orange orangutans) – (maternity leave)
Laura McKellar – Temporary ELCP/Key worker – (vacant post)

Birch Room
Beth Monteith (key worker orange tigers)
Isobel Andrews (key worker blue peacocks)
Catherine Gordon (key worker green turtles)
Cheryl McCabe (key worker yellow giraffes)

Oak Room
Regan Davidson (key worker grey rabbits)
Sharelle Dunlop (key worker blue dolphins)
Vivianne Scott (key worker pink pigs)
Tracie McDonald (key worker pink flamingos)
Ashleigh Laird (key worker red pandas)
Michelle McCormick / Amy Allan (key workers red squirrels)

ELCPs:
(Currently 2-3s) **Willow Room**
Heather Brolls (key worker sunshine group)
Lorna Wilson (key worker star group)
Sarah Stevenson (key worker rainbow group)
Rebecca Thornton (key worker moon group) – temporary post

Support Assistant: Vacancy x 2

Senior Clerical: Janet Ashton (am)

Clerical Assistant: Vacancy (pm)

Total number of staff: 28

ESTABLISHMENT VISION, VALUES, AIMS

Vision –

At Whattriggs ECC we are committed to providing a safe, welcoming, fun and nurturing environment, which promotes wellbeing, self-esteem and enables children to feel happy, secure, included and motivated to learn to reach their full potential.

Values –

Our parents, children and staff decided upon these core values, which help to build the positive ethos within our Centre:

Kindness

**NO ACT OF
KINDNESS,
NO MATTER HOW
small
IS EVER
WASTED**

Happiness

I
CHOOSE
HAPPINESS

Communication



Respect

Treat people the way you
want to be treated. Talk
to people the way you
want to be talked to.
RESPECT IS EARNED,
NOT GIVEN.



Encouragement

...ALWAYS
BELIEVE
YOU CAN...

Aims: We will achieve this by –

- Providing stimulating play opportunities, experiences, resources and materials that are responsive to the interests and needs of individual children, ensuring equity and equality for all.
- Encouraging children to be confident individuals by promoting independence, resilience, curiosity, creativity and inclusion. Ensure personalisation and choice in learning by allowing all children to be effective contributors who are consulted to make informed choices/decisions and allow others to do the same.
- Recognising each child as an individual and catering for their all round development by providing responsive care and support, encouragement and challenge and opportunities for progression in learning. Enabling them to achieve and be successful learners, developing the skills necessary for life-long learning.
- Ensuring all children and families are treated with dignity, respect and compassion at all times and ensure children's rights are respected.
- Ensuring that each child feels valued and encourage them to be responsible citizens by promoting a kind and caring attitude towards others, forming positive relationships and building friendships.
- Promoting positive partnerships with families, other agencies and the wider community by building trust and relationships, through effective communication and being flexible and responsive.
- Empowering staff and promoting leadership opportunities and continuous professional development and learning. Celebrating achievements and embracing change and improvement priorities to offer a high quality provision.

PARTNERSHIP WITH PARENTS/CARERS

At Whattriggs ECC we like to create a close bond between the parents and staff. We will have contact with most parents on a daily basis to exchange information and share any special moments. Other regular methods of communication take the form of:

- Monthly newsletters / Information letters
- ECC Blog, App, Facebook and Twitter
- Centre noticeboards and displays
- Meetings in November/May with your child's key worker to discuss their progress
- Care plan meetings and reviews

We endeavour to keep parents involved in their child's learning. We value any information you share with us about your child's interests and achievements and will be happy to help with any concerns you may have. You can speak to a member of staff at any time or arrange a meeting with us.

In the ECC we are building on skills you have already taught your child. We therefore work hand-in-hand with parents to make your child's time at Whattriggs Early Childhood Centre happy and secure. We plan opportunities for you to be involved in the Centre and your child's learning experiences and we welcome any parental participation. Examples of this are:

- Stay and play days
- Parent/family craft days
- Bookbug sessions
- Parent workshops and information sessions
- Invite to join parent fundraising committee / gardening club
- Home link activities
- Participation in weekly woodland visits
- Lending library
- E-portfolios
- Invitations into the ECC for Christmas concerts and end term graduation
- Parents' questionnaires to allow you to give your opinion and comments on the ECC. Other methods to gather your feedback and suggestions.

Due to the current situation, we will have to restrict some of our current parental engagement activities. We will be unable to send shared resources home or allow parents/carers inside the Centre.

LINKS WITH THE LOCAL COMMUNITY

We have strong links with our local community and aim to get involved with any community events. We have previously created a pumpkin trail within the Bellfield Estate and a transition tree to be used by children and families in the local area.

- Bellfield Estate – We take the children on weekly visits to our local woodland area for a range of outdoor learning experiences to enable the children to develop related skills.
- Intergenerational – We have links with our local sheltered housing and visit with the children and take gifts for the residents during Harvest time, Christmas and Easter. We also sing to the residents over the festive period and invite the residents to our Christmas concert and end of term graduation for our pre-school children.
- Local supermarkets – We have established links with Asda, Morrisons and Tesco. They regularly provide donations to enable us to support our special events throughout the year.
- Local shops – We make use of the local environment by taking children on walks and visits to places in the area of Bellfield, including shops and parks.
- Library – We are fortunate to have the library located within the building and can therefore visit on a regular basis.
- Visits and outings – Amanda our link Community Practitioner takes us out on the minibus in small groups to places in the local area. Previous outings have included Fullarton Woods fairy trail, Dobbies Christmas outing, Gemmells Garden Centre and soft play and Mauchline Burns Museum.
- Visitors – We also welcome visitors from the local community into the Centre. This may include Lollipop person, community police, fire service etc.

SECTION 2

TRANSITIONS

Within Whattriggs ECC we are aware of the importance of the various transitions that your child will experience, including home to nursery, between rooms and stages and from pre-school to primary. We organise various transition activities throughout the year for all of these stages which are carefully planned. We aim to make this a seamless process for children and parents and parents are kept informed of the various activities, ensuring we meet the needs of individual children.

We also have a transition section within our ECC Blog, to enable easy access to a range of related information online at any time. Whattriggs Primary also have a similar transition section within their Blog, showing processes for the children moving onto primary school.

In addition to this, we provide short information videos on our Facebook Page and Twitter. These include virtual tours around the playrooms and wider ECC environment and opportunities to meet the staff team. There is also information about some of our procedures and daily routines.

Home to nursery –

Prior to your child starting at the ECC you will be invited to attend an open day during the summer period. This will give you and your child the opportunity to meet the staff and your child's key worker, explore the playrooms and our outdoor environment. During this time you can ask any questions you may have and will be provided with a welcome pack which contains some additional information including an 'All About Me' for you to complete. This will provide us with some information about your child including their likes and needs, helping the key worker to support your child when they start at the Centre.

On your child's first day this will be a shorter induction day whereby you can spend some time in the playroom alongside your child to support them in their new environment, before attending an information session with a member of our management team. This will provide you with everything you need to know including our operational procedures and will also give a chance for discussions and any questions you may have. During this time your child will explore the playroom independently before you return. Session times will then be gradually increased to suit the needs of the individual child.

When joining our Centre, each child will have a care plan put in place. This will be completed with the parent and key worker during the transition period and will then be reviewed to ensure we continue to meet the needs of your child.

2-3 room – 3-5 room

The children within our 2-3 room have regular opportunities to interact with staff and children from our 3-5 playroom prior to them moving to the next stage. We have a shared garden area where all children within the Centre have daily opportunities to play and learn outdoors together. We also use a buddy system whereby children from our 3-5 playroom visit the younger children in their room before accompanying them while they visit the larger 3-5 environment alongside familiar staff from their 2-3 playroom. There is a great deal of emphasis on the importance of effective communication. Therefore, staff within the 2-3 room have a process in place to pass on information to your child's new key worker within the 3-5 playroom.

Moving to a new setting –

When children move to a new establishment during the year, we ensure the relevant information is passed on. This will ensure a smooth transition and continued support is provided resulting in continued child progress.

Pre-school – Primary

We have an extensive annual transition calendar in place which consists of a range of activities and events that take place throughout the year. As we are part of the Whattriggs Primary campus we have strong links with the school that many of our children transfer to. The children are familiar with the school environment and regularly make use of some of the facilities including the school gym halls. Children also participate in language sessions (French and Spanish) with various classes throughout the school. Towards the end of the year (April-June), children moving onto Whattriggs Primary participate in a specific planned programme of activities including playmaker sessions with an active schools co-ordinator and their Primary six buddies. Children moving to other primary schools are invited for visits prior to starting school and are provided with a range of information about their new setting.

Associated Primary Schools

Whattriggs Primary School: Whattriggs Road, Kilmarnock Tel: 546776

Shortlees Primary School: Blacksyke Avenue, Kilmarnock Tel: 523817

Loanhead Primary School: Dick Road Kilmarnock Tel: 522938

St. Andrews Primary School: Grassyards Road, Kilmarnock Tel: 549549

ADDITIONAL SUPPORT FOR LEARNING

At Whattriggs ECC our priority is to ensure that every child is fully supported and included taking account of individual needs. We work in partnership with parents and other agencies including health professionals and educational psychologists. Parent consent is always sought before involving other agencies. When staff or parent/carer raises a concern we ensure the relevant assessments are carried out and if required an individual learning plan is put in place to support the child's progress and development to enable them to reach their full potential. This will be done in consultation with parents/carers, ensuring full involvement at all stages. Team around the child meetings may be arranged to share information and plan next steps in the best interests of the child in line with GIRFEC principles (Getting it Right for Every Child). We provide an inclusive, nurturing environment and have a quiet room within the Centre to further support children who require a safe and calming space.

The Additional support needs co-ordinators within Whattriggs ECC are Elaine Kirk (Head of Centre) and Michelle Murphy (Depute Manager). Parents can speak with either Elaine or Michelle, or in the first instance their child's key worker. If you have any concerns about your child's health, wellbeing, development and learning, please do not hesitate to discuss this with a member of staff. Through consultation and regular communication, we ensure parents are fully involved in the process of accessing additional support for their child.

Other professionals who may be involved to further support children include:

- Health Visitors
- Speech and Language Therapists
- Educational Psychologists
- Occupational Health Therapists
- Physiotherapists
- Teachers of the Deaf
- Visual impairment team
- EAST Team
- Dieticians
- Community Paediatricians
- Specialist nurses
- Social Workers
- Community Practitioners

SECTION 3

THE CENTRE DAY AND YEAR (HOLIDAYS 2021 – 2022)

EAST AYRSHIRE COUNCIL					
School Holiday Arrangements 2021/2022					
Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service)	Tuesday 17 August 2021	1	85
		Teachers (In Service)	Wednesday 18 August 2021	2	
		Pupils return	Thursday 19 August 2021		
		*Local Holiday	Friday 17 September 2021		
		*Local Holiday	Monday 20 September 2021	7	
		Pupils return	Tuesday 21 September 2021		
		Close	Friday 8 October 2021		
		Teachers (In Service)	Monday 18 October 2021		
		Pupils return	Tuesday 19 October 2021		
		Close	Wednesday 22 December 2021		
Second	Mid Term	Re-open	Thursday 6 January 2022	17	145
		Close	Thursday 10 February 2022		
		Local Holiday	Friday 11 February 2022	18	
		Local Holiday	Monday 14 February 2022	19	
		Teachers (In Service) Pupils return	Tuesday 15 February 2022		
			Wednesday 16 February 2022		
		Close	Friday 1 April 2022		
Third		Re-open	Tuesday 19 April 2022	30	195
		Local Holiday (May Day) **Teachers (In Service)	Monday 2 May 2022	31	
			Thursday 5 May 2022		
		***Local Holiday	Monday 30 May 2022	32	
		Pupils return	Tuesday 31 May 2022		
		Close	Wednesday 29 June 2022	66	

** Subject to change in alignment with Gold Cup weekend*

*** Local Government Election*

**** Subject to change in alignment with the Queen's Platinum Jubilee*

Session 2022/2023: Teachers (In Service) – Wednesday 17 August 2022

Pupils return – Thursday 18 August 2022

Good Friday - 15 April 2022

Pupils attendance will be 190 days after deducting 5 In Service days

PUBLIC HOLIDAYS 2021 / 2022

SEPTEMBER WEEKEND

Friday 17 & Monday 20 September 2021

CHRISTMAS PERIOD

Monday 27 December - Friday 31 December 2021

NEW YEAR

Monday 3 & Tuesday 4 January 2022

EASTER

Friday 15 & Monday 18 April 2022

MAY DAY

Monday 2 May 2022

SEPTEMBER WEEKEND

Friday 16 & Monday 19 September 2022

CHRISTMAS PERIOD

Monday 26 – Friday 30 December 2022

DATA PROTECTION

We follow the Data Protection Policy as outlined by EAC and operate under the General Data Protection Regulations (GDPR) 2018 legislation. We collect information and personal child data which is stored securely at all times. We may also receive information which is only shared in certain specific circumstances or if required to do so by law. Occasionally, we may make information available to other organisations, examples of this include when a child moves on to primary school or to a new Centre. At these times, where possible, the information will be hand delivered and signed for when received.

BEHAVIOUR MANAGEMENT & GOLDEN RULES

Within the Centre children are encouraged to play co-operatively together, share resources and take turns. We promote positive relationships and spend time helping children to understand the importance of kindness, caring fairness and respecting the feelings of others. We also support children to manage their own feelings, emotions and behaviour. Our aim is to promote the wellbeing of our children and their social and emotional needs. We use communication methods that are age and stage appropriate and re-inforce positive behaviour through regular praise and encouragement. Different supports and strategies are used depending on individual child needs and individual situations. Staff are aware that all behaviour is a form of communication and we follow the nurture principles, this supports children who are displaying challenging or difficult behaviour.

We have a set of simple rules which are known as our 'Golden Rules'. These are compiled each year in consultation with the children to ensure their full involvement in devising these. Most children quickly learn these and are able to follow our rules, although some gentle reminders are needed at times. We ask that parents and carers work in partnership with us to reinforce and promote this approach by sharing our golden rules within the home environment. We regularly discuss our rules with children, talk about different behaviours and emotions and that our actions have consequences. We focus on the importance of making the right choices and respecting others, reinforcing and promoting positive attitudes.

Promoting Positive Thinking Strategies (PATHS) – Some of our staff team have received training to enable us to deliver this programme within the Centre. PATHS is a social and emotional development programme. It aims to help children to be aware of their feelings and to be able to talk about them and to find good ways of dealing with uncomfortable feelings. It also teaches the children problem solving skills and helps them to develop good relationships with their peers. You will receive more information about this when your child has started at the ECC, including the ways you can be involved at home to support and develop this learning. We also have staff who have trained in Mindfulness using the Do-BeMindful approach. This initiative develops awareness, self-regulation and resilience in staff, parents and children and encourages a calm, kind and compassionate culture in our Centre. We have plans for further training for staff to enable them to use mindfulness practices with children that will help to benefit their mental health and emotional wellbeing.

CELEBRATING ACHIEVEMENTS

We celebrate children's achievements through our 'Star of the week' certificates. We also use our display cabinet within the entrance area corridor to display wider achievements from outside the ECC. Photographs and any other related items are displayed in this area for parents and visitors to see. Prior to this, the child's achievements will be discussed and praised with their friends during welcome time or at goodbye time at the end of their session.

ATTENDANCE AND TIMEKEEPING / REPORTING AN ABSENCE

We would request that parents telephone the ECC as soon as possible if their child is going to be absent to inform us of the reason for non-attendance. This is in line with local authority guidelines. When phoning to report your child's absence you will be asked for an expected date of return. If you have not phoned the Centre to explain your child's absence, a member of staff will phone you regarding this. If you are going to be late to collect your child at the end of their session, we would also appreciate you phoning to inform us of this. When arriving at the Centre we ask that you sign your child in on the sheet which corresponds with your child's group. We also request that you sign your child out at the end of their session, this is to ensure the safety of each child. Please inform a staff member if someone different will be collecting your child. If any of your child's details change including contact details such as address or telephone numbers, please inform either Agnes or Janet in the front office to enable records to be updated.

SECURITY AND VISITORS

The safety of our children and staff is of paramount importance and we therefore have security measures in place. We have a secure buzzer entry system within the Centre which link to cameras within the offices and playrooms. When you arrive at the Centre, please press the button which will ring into the playrooms or alternatively the offices. If a member of staff has seen you on the camera and has been able to identify you as a parent or familiar carer. They will press the button to allow you entry into the building and someone will be there to greet you. When you hear the buzzer, please press the bar on the door to gain entry, as the door will not open automatically. If we have been unable to identify you on camera, we may first use the audio system and we will then come to the door, rather than releasing the door to enable entry.

Children will not leave the Centre unless accompanied by a responsible adult who is at least 16 years of age and is known to us. We do however also operate a security code system for use in emergency situations, when you have asked somebody unknown to us to collect your child without our prior knowledge, this is to ensure the safety of your child. We ask that you provide us with a code which is unique to your child. Staff will ask for this code if a person unknown to them arrives to collect your child at the end of the session. If the person is unable to give the code, your child will not be dismissed and will remain in the ECC until we are able to contact you to obtain your consent or make alternative arrangements.

Please sign your child in and out each day at the start and end of their session.

Please also ensure when you are inside the building that you do not open the main entrance door to let others inside. Entry can only be permitted by a staff member after checking the person's identity. Thank you for your co-operation in this matter.

Our outdoor area is fully fenced and has locked gates to ensure your child's safety when playing outside.

All visitors to the Centre are met by a member of staff and are required to sign in to our visitor's book when they enter the building and sign out before leaving. They will be provided with a visitor's badge for the duration of their visit. All Centre staff have photographic ID badges which they wear at all times when on the premises, as do any other EAC staff who visit the Centre and are asked to show this on arrival if they are not known to us.

CAR PARK AND BARRIER

If you require to access the car park, there is a barrier that needs to be released to enable you to gain access. The barrier will only be lifted when you have pressed the buzzer and waited to speak to a member of staff. We are not allowed to permit entry if you have not followed this procedure. Please note, you must not tailgate and follow another car into the car park. For security reasons, we must know who is entering the school grounds. The barrier could also come down on your car, as it will only have been released for the car in front. When leaving the car park you do not require to use the buzzer system, please slowly approach the barrier and the sensor will gradually enable it to lift.

There is a no movement zone in place from 2.50-3.10pm. Therefore, no vehicles will be allowed in or out of the car park during this time. This is to ensure the safety of all pedestrians and has been put in place by Roads Alliance, so cannot be changed to suit individual circumstances.

EMERGENCY PROCEDURES / MEDICAL MATTERS

In the event of an emergency including severe weather closures, we have procedures in place to cope with a situation that may arise. Parents will be contacted by telephone or if we want to reach all parents, this will be done by sending a message through our App which we advise all parents to download onto their phone.

In an emergency situation, we also advise that you check the council website, Facebook and Twitter for any announcements, news or information updates.

We also have a robust fire evacuation procedure in place. Six of our staff team are trained Fire Wardens to ensure the safe evacuation of all children, staff and visitors within the Centre.

Our staff are also First Aid trained. This ensures there are many staff who are on the premises who can administer first aid treatment if this is required. This training requires to be updated every three years and current certificates can be found within our display cabinet. Katie McAughtrie (Senior ELCP) is the named First Aider for the Centre, as she has completed more in depth training to administer first aid for adults as well as children. Details of all of our first aiders and fire wardens can be found on our Health and Safety noticeboard.

Medication/Allergies - If your child has medication that you require us to administer, please inform a member of staff so that the relevant forms can be completed. These will be reviewed with you to ensure we have up to date information. Please note, we will not be able to administer any preventative medication without your written consent and the required details from yourself. Also medication that only requires to be given once or twice per day, as this can be provided by yourself at home in the morning or at night. We will only administer medication if this is a necessity during your child's time with us. A member of staff will discuss our administration of medication procedure fully with you and complete the forms alongside you when you notify us of any medication needs that your child requires.

Communicable Diseases Infections are common in childhood. For some diseases a period of exclusion from nursery is necessary to ensure that your child is fit to resume normal activities and to ensure that he/she does not pose a risk to other children and staff. If you are unsure, please speak with staff who will be able to provide you with more information.

DRESS CODE

Every child will be provided with an individual peg where their coat and belongings will be placed. We promote independence during toileting and we ask you to be aware of this when dressing your child to make such tasks easier for them. Some parents choose to dress their child in our uniform which consists of a polo shirt and sweatshirt. These can be purchased from the Ayrshire school wear shop, please note this is optional and is not compulsory. Please also ensure any items are clearly labelled with your child's name to avoid any mix ups. As the children participate in regular outdoor play in all weathers, waterproof clothing will be provided. However, we would appreciate it if you would supply a pair of Wellington boots for your child. Also, during the colder weather, hats/scarves/gloves will be required and during the warmer weather your child may require a sun hat. These would remain in the ECC, so could you please ensure that your child's name is clearly written on the inside of the boots/clothing. Just a reminder that many of the activities that take place during the session can be messy, these include painting, gluing, sensory play using a variety of materials and outdoor play. For this reason we ask that you please dress your child accordingly by not bringing them to the ECC wearing their best clothes, although aprons and waterproofs are provided, clothes can still become dirty while your child engages in such activities. These experiences are part of the curriculum and we are unable to exclude your child from participating, so please ensure the clothes they are wearing are suitable for this type of play.

MEALS AND SNACKS

Children are provided with daily healthy snacks and depending on their session they will also receive either lunch or an evening meal, or both if they are attending on a full day basis (8am-6pm). Our snacks and meals are provided by the school kitchen. If your child has any special dietary requirements or allergies, please let us know so that this information can be passed to the kitchen. The children have milk to drink during snack with water as an alternative and water is provided during meals and is also available throughout the child's session. The weekly snack and meals menu is displayed within the Centre and daily food choices are also currently available on our Facebook page. Please take the time to discuss these with your child the night before, as they are now required to make their choice of meal during welcome time at the beginning of their session, as this information has to be provided to the kitchen. If your child is going to be arriving late, we would appreciate if you phoned in with your child's meal preference, so that they also have an option to make a choice.

CHILDSMILE

The Childsmile programme provides preventative oral health advice and support for children aged 3 years and upwards. Daily supervised tooth brushing takes place in our establishment and Teresa from the Childsmile team visits throughout the year.

In nursery and primary schools where children will benefit from additional preventative care, the application of fluoride varnish twice a year to children's teeth by Childsmile Clinical Teams is offered. The Childsmile Dental Health and Tooth brushing programme provide free oral health packs containing a toothbrush, fluoride toothpaste and oral health information leaflet for children at nursery school and in primary, we distribute these to parents/carers when received. All oral health packs recommend that water and milk are safe drinks for teeth for children.

OUTINGS AND CONSENT FORMS

When outings for children are planned you will be informed in advance. You will be asked to complete a consent form (EV5) giving your permission for your child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by the parent/carer.

SMOKING

Smoking is not permitted in any areas within the school grounds.

COMPLAINTS HANDLING

At Whattriggs Early Childhood Centre we aim to provide high quality Early Learning and Childcare. We are keen to have any feedback from our families so that we can continually improve our service. We recognise that there are times when things go wrong and if they do we want you to tell us to allow us to make it right.

Should you wish to raise a concern/complaint, we would hope that in the first instance you would bring this matter to our attention by contacting the Head of Centre or Depute Manager, in the hope that we would be able to quickly and effectively resolve the matter for you. If however you are unhappy with how we have dealt with this or with our response, you can then make a formal complaint to East Ayrshire Council. If you still feel that the matter has not been resolved, you can contact the Care Inspectorate.

Please see our complaints procedure below for further information and contact details if required.

Informal Complaint

Any complaints can be made to Elaine Kirk (Head of Centre) if you have a complaint which you feel can be dealt with within the ECC please let us know, we have an open door policy in our office. However, if Elaine is unavailable you can speak to our Depute Manager (Michelle Murphy) or with a Senior Early Learning and Childcare Practitioner.

All complaints should be raised within 7 days of the incident.

Any complaints raised will

- Receive a response – we aim to acknowledge the complaint within 3 working days, any delay in this will be explained fully, all complaints will be resolved within 28 days if not sooner.
- Be acted upon quickly (if delays occur you will be informed as to why)

Formal Complaints

If you remain dissatisfied after exploring all avenues above, you should put your complaint in writing to the address below. This will be acknowledged within 5 working days.

Education Service
Council Headquarters
London Road
Kilmarnock
KA3 7BU
Telephone: 01563 576004
Telephone: 01563 576087

The Care Inspectorate is the national organisation which regulates and inspects Scottish care services.

You have the right to contact the Care Inspectorate with any complaint you may have regarding an Early Childhood Centre. You can do so by: - Completing a complaints form online, Calling 0345 600 9527, or by putting the complaint in writing

Complaints
Care Inspectorate
Compass House
11 Riverside Drive
Dundee DD1 4NY

PARENT COMMITTEE

Last year we formed a parent fundraising committee and we hope to extend upon this. If you would be interested in joining our committee, please speak to a member of staff who will be able to provide you with more details.

POLICIES

The establishment has a range of policies and procedures which are available for parents to read. The majority of these are contained within our policy folder but some are displayed on our notice board or Centre Blog. We involve parents in reviewing our policies and if this is something you would like to be involved in, please speak to a member of staff who can provide you with more details.

INSPECTIONS

Early Years establishments are subject to inspections by the Care Inspectorate and also joint inspections by the Care Inspectorate and Education Scotland. In both cases, reports will be published and available to parents. Our last Care Inspectorate inspection took place in September 2019. If you would like to see a copy of our most recent inspection report, please ask the Head of Establishment. Or you can access this online through the Care Inspectorate website.

The grades obtained in our most recent inspection are as follows:

<u>QUALITY THEME</u>	<u>GRADE (1-6)</u>
Care & Support	4 (Good)
Environment	5 (Very good)
Staffing	5 (Very good)
Management & Leadership	4 (Good)

SECTION 4

CURRICULUM

Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond. Since autumn 2010, learners from pre-school to S1 have been working to Curriculum for Excellence guidance and standards.

Within Whattriggs ECC 3-5 playrooms, we are working within the early level of the CfE.

Early

The pre-school years and P1, or later for some.

Children will be offered experiences which are designed to enable each child to be a successful learner, a confident individual, a responsible citizen and an effective contributor. Throughout all learning we have a holistic approach, prime importance is given to literacy, numeracy and health and wellbeing, this includes learning outside. We ensure there is a balance between free choice during play and planned activities that are provided in both small and larger groups.

We strive to provide a broad and balanced curriculum which is reviewed and evaluated and children are fully consulted in the planning process through floorbooks, mind maps and other methods. Our child led approach ensures their interests and needs are taken into account while they have opportunities to reflect on their experiences to develop next steps in learning. Children are appropriately challenged to ensure progression and depth in their learning and are also supported as required. We encourage active learning, creativity and for our children to become independent and responsible. We want our children to be engaged and motivated and to develop skills for learning, life and work.

In addition to the Curriculum for Excellence, we refer to other National documents and guidance including Realising the Ambition, Health and Social Care Standards and Getting it Right for Every Child (GIRFEC). Also Pre Birth to Three and Planning for Play, within our 2-3 playroom. Staff reflect on the four key principles set out in the Pre-Birth to Three National Guidance which are; Rights of the Child, Relationships, Respect and Responsive Care. This enables staff to plan developmentally appropriate play experiences for the children which also enable them to become independent learners through expressing choices and making decisions.

We provide a stimulating and nurturing environment throughout the Centre and encourage exploration and discovery through a range of experiences and opportunities, including promoting the use of natural materials both indoors and in the outdoor environment. We have a large outdoor garden area which is utilised by all children on a daily basis. We also make use of the local outdoor area including the nearby woodland, during our weekly visits. Children have opportunities to be active indoors and out while engaging in large physical play.

Effective parental and family engagement enables us to share learning, children's interests and celebrate children's achievements while working in partnership to meet children's individual needs and support their progression in learning. By forming positive relationships and working together, children feel safe and secure and staff ensure regular contact with parents/carers. Learning is shared through Glow, individual e-portfolios, learning journals (scrapbooks), displays and during meetings and verbal discussions and exchanges of information. Our monthly planning is also displayed within the Centre, as well as on our social media platforms.

We regularly monitor and evaluate our plans to ensure our curriculum is broad and balanced and meets the needs of the children within our Centre. We want to ensure children have access to a variety of experiences and learning opportunities across all areas of the curriculum.

STAFF CHAMPION ROLES

Individual staff members have leadership responsibility for different roles within the curriculum. This enables aspects to be taken forward and further developed. Staff undertake specific training in line with their individual roles and work with the children to provide additional experiences. They also communicate with families to share information relating to current plans and events/activities.

At Whattriggs ECC our current staff Champions and roles for session 2021/2022 are:

Maths/Numeracy	Katie
Literacy	Sheree
Nurture	Margaret & Claire / Rebecca
Mindfulness	Lee-Anne
HWB / IGBE	Isobel
HWB / PATHS	Cheryl
Makaton & Languages	Beth
Communication	Catherine / Ashleigh
STEM	Regan / Kirsty
Outdoor / Eco	Heather / Dayna
Community / Intergenerational	Tracie / Vivianne
Creative	Sarah / Sharelle
Parental involvement	Lorna / Michelle & Amy

SECTION 5

ACHIEVEMENT AND IMPROVEMENT

We made good progress in implementing priorities set out in our previous improvement plan, but due to periods of lockdown, some aspects were not able to be progressed or fully implemented. Therefore, these have been carried forward into our next improvement plan.

Prioritising communication with families to support family wellbeing, supporting emotional well-being, positive interactions and well-planned transitions for children are some of the aspects that have been highlighted as strengths of the service. We feel we have a positive ethos and teamwork is highly valued. Children are involved in leading own learning and are regularly consulted.

We reviewed our self-evaluation process to make it more robust in line with staff working patterns and implemented a new way of staff being able to review this on a regular basis. We also continued to develop ways of monitoring and evaluating the environment and have incorporated 'Realising the Ambition' document in relation to this.

We continue to strengthen our links with the local community by organising activities within the local woodland area and through outdoor visits to the nearby sheltered housing to sing songs, deliver

gifts and cards. We hope to extend this further once restrictions allow. We will continually look at ways to expand our links with the local and wider community.

We have been awarded Makaton friendly accreditation and are now working towards becoming a communication friendly establishment.

We have identified the need to continue to raise attainment in literacy and numeracy and further support the health and wellbeing of children, staff and parents. Family engagement and staff PDR opportunities are also priority areas to be further developed this year. Processes to measure impact also require to be extended.

Please see our Standards and Quality Report 2020/2021 for further information relating to our progress and achievements over the last year. This includes how we have improved standards in relation to literacy, numeracy and health and well-being.

OUR PRIORITIES FOR IMPROVEMENT 2021-2022:

Improvement in literacy attainment

- Provide literacy home link opportunities and online activities.
- Use of newly created literacy bags for targeted support.
- Focus on developing children's attention and listening skills.
- Focus on print within the environment, through increased labelling with text and pictures. Raise awareness of environmental print.
- Improve literacy experiences and learning opportunities within the outdoor environment and apply for external funding to support this.
- Work towards becoming a communication friendly establishment.

Improvement in numeracy attainment

- Provide monthly numeracy home link activities/challenges via blog/social media.
- Use of newly created maths/numeracy bags for targeted support.
- Increase opportunities for children to be involved in information handling, organising and displaying findings.
- Develop learning opportunities for maths and numeracy outdoors and link with developing STEM experiences. Apply for external funding to support this.
- Gather data to track children's early maths and numeracy progress and provide support as required.

Improvement in Health and Wellbeing

- Review pace of the day in 2-3 room in line with changes to 1140 environment, ensuring a nurturing environment.
- Create cosy/nurture areas in the outdoor environment.
- Continuation of PATHS, child of the day/star of the week, mindfulness and embed in practice.
- Provide garden workshops/outdoor stay and play sessions for parents/families.
- Support transitions across all stages by introducing new approaches.
- Review care plans outlining how children's health, welfare and safety needs will be met.
- Extend opportunities for staff supervision and support.

Improve opportunities for family engagement

- Set up new online learning journals for all children as a two-way communication tool.
- Invite parents/families to join our committees and become more involved in the life and work of the centre.
- Deliver outdoor workshops.
- Gather parent/family feedback relating to their involvement.
- Extend and strengthen home link opportunities by providing additional activities/experiences.
- Regularly update parents and families through use of our blog and social media to provide on-going information.
- Further involvement in community events. Engage with the wider community through participation in fundraising events.

SECTION 6

ASSESSMENT AND REPORTING

At Whattriggs ECC we operate a key worker system where each staff member is responsible for a group of children. The key worker will gather information during free play times and planned activities, with a particular focus on literacy, numeracy and health and wellbeing, using a range of methods. These include carrying out observations, tracking children's progress and organising profiles/learning scrapbooks which contain photographs, child comments and samples of their work. By gathering this information, they will set targets and next steps in learning. Every child also has an individual e-portfolio which is used to share information, progress and achievements, this can be used as a two way communication method between home and Centre.

Within the Centre we have monthly staff planning meetings and monthly tracking meetings whereby staff can share information gathered to ensure children's individual needs and interests are taken into account in future planning.

The key worker will also liaise with any other professionals who are involved in your child's care and development and complete assessments as required.

It will be your child's key worker who will write a transition profile report, using the assessment information that has been gathered. They will then speak with you during designated parent/staff meetings, to discuss your child's progress/achievements. During these times, you will also have the opportunity to look at our floorbooks and your child's learning scrapbook.

Care plans are also compiled by the key worker alongside parent/carer, during an initial meeting within 28 days of your child starting with us. This is to ensure we have gathered relevant information about the child's health, welfare and safety needs. The plan is regularly shared with parent/carer, including any updates and reviews of set targets using the SHANARRI Indicators from Getting It Right for Every child.

When children move from the ECC to school or to another establishment, the child's transition report, tracking information, learning scrapbook and care plan moves with them to support a smooth transition process. This enables the class teacher/ new staff to become more familiar with the child's learning and development, needs and interests. This is then handed back to parent/carer, usually during the first parent meeting.

SECTION 7

FURTHER INFORMATION

If you require further information please contact Elaine Kirk (Head of Centre) or Michelle Murphy (Depute Manager) on 01563 551587 or mail elaine.kirk@eastayrshire.org.uk or alternatively michelle.murphy@eastayrshire.org.uk

For further information on any of our services please visit our Blog, Facebook Page and Twitter. (Details can be found on the front page of this handbook).

HELPFUL CONTACT DETAILS AND WEBSITES

Head of Education
Linda McAulay-Griffiths,
East Ayrshire Council, Economy and Skills
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Kilmarnock
KA3 7BU
Telephone Number: 01563 576126

Strategic Education Manager (Early Intervention)
Janie Allen,
East Ayrshire Council, Economy and Skills
Council Headquarters, London Road,
Kilmarnock
KA3 7BU
Telephone Number: 01563 576118

Cabinet Member with responsibility for Skills and Learning
Councillor Fiona Campbell
East Ayrshire Council,
Council Headquarters, London Road,
Kilmarnock
KA3 7BU
Telephone Number: 01563 576041

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 Member(s)**

East Ayrshire Council
Council Headquarters
London Road
KILMARNOCK
KA3 7BU

*all members in Ward

Care Inspectorate: <http://www.careinspectorate.com/>

Care Inspectorate (Headquarters)

Compass House

11 Riverside Drive

Dundee

DD1 4NY

Contact telephone number: 0345 600 9527

Email: enquiries@careinspectorate.gov.scot

<http://www.scottishchildcare.gov.uk/>

Parent Club Scotland: <https://www.parentclub.scot/>

Child Smile: <http://www.child-smile.org.uk/parents-and-carers/index.aspx>

Education Scotland: <https://education.gov.scot/scottish-education-system/Earlylearningandchildcare>

CHILDCARE AND RECREATIONAL INFORMATION SERVICE (CARIS)

Helpline: 0845 351 3000 (local rate)

Website: www.scottishchildcare.gov.uk

CARIS provides free, reliable, accurate information in an accessible form on childcare and recreational provision in Ayrshire.

Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in this document –

- **Before the commencement or during the course of the Centre year in question.**
- **In relation to subsequent establishment years.**