



**City of Perth
Early
Childhood
Centre**



School Handbook

Academic Session 2018/2019

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Introduction

City of Perth Early Childhood Centre caters for up to 100 children aged two years to five years at any one time. The Centre offers both part time and full time early learning and childcare for children and their families. City of Perth Early Childhood Centre has a safe, welcoming environment with well-managed resources where national and local authority guidance is implemented. We will provide well balanced play opportunities, which will give children enriching experiences which enhance their wellbeing and enable them to develop strategies for learning.

Delineated Area

We serve the Perth and Kinross area under the Support for Children and Families criteria as well as Strong Starts 2s places and local authority funded early learning and childcare.

Contact Details

City of Perth Early Childhood Centre
McCallum Court
Fairfield
Perth
PH1 2TG
Tel: 01738 472230
Email: copecc@pkc.gov.uk
Mobile: 07769 742146
Centre Leader: Steve Rivers

<http://www.cityofperthearlychildhoodcentre.com/about.html>

<https://www.facebook.com/COPECC/>

Nursery Places

Full-time as well as part-time Support for Children and Families places are available to families. Most full time places are allocated through the Support for Children and Families process and are available for children in need on a Council wide basis. Part time places for 2-3year olds are also allocated through the Strong Starts process. We also have some part time 3-5 year old places which are allocated in accordance with the Council's criteria for admission. We now have full-time (1140 hrs per year) full time places for children meeting certain income or other criteria, in the lead up to full national implementation of 1140 hours in the year 2020.

If you would like to apply for a place for your child at City of Perth Early Childhood Centre then please complete an application form and/or Support for Children and Families form if applying for full time or part time 2-3year old place. All forms can be collected from the Centre. Parents are welcome to visit the nursery and meet the staff at a mutually convenient time.

Absence/Sickness

Please inform the nursery before 9.30am if your child is ill or unable to attend. You can text us on 07769 742146 although we prefer a phone call or voicemail so that we can verify any information you provide. Please let us know if your child's illness is infectious or contagious. If your child has been sick or had diarrhoea you must allow 48 hours to pass between the last bout of either before your child can return.

If your child should become ill whilst at nursery we will contact the Parent/Carer immediately. Please inform your child's key worker of any changes to your contact number. If the Parent/Carer is unavailable then we will telephone the child's emergency contact. Please keep your child's emergency contacts up to date. In accordance with Perth and Kinross procedures, if we are unable to contact a parent following a child's absence, we are required to contact the child's Health Visitor to inform them of their absence.

Communication with Parents/Carers

We will endeavour at all times to communicate effectively with Parents/Carers. Below are a number of ways in which we will share information:

- Verbal dialogue and discussions
- Consultation on all aspects of the service through Meet the Centre Leader sessions and parent council
- Newsletters
- Written Reports
- Digital photo frame in nursery entrance
- Curriculum Planning Display Boards
- Photographs
- Notice Boards
- Parent nights
- Parent play sessions, rhyme times and stay and plays
- Parents Information Evenings and Open Days
- Handbook
- Improvement Plan
- Standards and Quality Report
- Care Inspectorate Report
- Personal child profiles
- Parent Council Meeting Minutes
- Star of the Week Wall
- Website including Blog section
- Nursery Facebook page
- Parent question of the month
- Group-call text messaging

We have a nursery mobile phone to enable parents to text with regard to children's absence.

Complaints Procedure

We will try at all times to do the best we can for our children and families, we are aware however that concerns may occur and therefore we would ask for the following procedure to be followed:

If you have any concerns please speak with your child's key worker. Should you feel the issue has not been resolved then please speak with the Centre Leader, Principal Teacher or Senior Early Childhood Practitioner.

The nursery deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

www.pkc.gov.uk/complaints

The complaint will be acknowledged within 5 working days and a full reply will be given within 20 working days from the receipt of the complaint. In the event that a full response can be made within 5 working days an acknowledgment will not be sent.

If you do not feel that we have given an adequate response then please contact:

Service Manager
School Improvement Services
Education & Children's Services
Pullar House
35 Kinnoull Street
Perth
PH1 5GD

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

Telephone: 01738 476343

Telephone: 0845 600 9527

Nursery Ethos

Our values:



Our vision and aims

We aim to provide a play-based learning environment that respects the needs of everyone – children, parents and educators – through:

- A strong focus on learning through enjoyable and engaging experiences
- A nurturing environment that feels safe and secure
- Respecting individuality and being warm, welcoming, non-judgemental and empathetic
- Offering guidance and support and being fair and caring at all times

Our pedagogy is the way in which we support children to learn and develop.

Pedagogy at City of Perth Early Childhood Centre is based on researchers such as Lev Vygotsky, Tina Bruce, Friedrich Froebel and Ferre Laevers.

We believe that:

- Children learn through appropriate interaction and support from educators
- Children learn through free-flowing play
- Play is crucial to meeting children's needs as they develop
- Children's wellbeing and focussed involvement in activity is crucial

We follow Curriculum for Excellence and the national Pre-Birth to Three and Building the Ambition guidance.

Community Partnerships

We have strong links with Fairfield Neighbourhood Centre, and are involved with local events such as Perth in Bloom and make use of the local Community Greenspace Ranger Service. We aim to engage children with their local community through walks and visits throughout the year.

Promoting positive behaviour

The nursery focusses on promoting positive behaviour and values with the children and sharing these with families too. Children are involved in identifying their positive golden rules for behaviour which are displayed in nursery. We follow the Perth and Kinross policies for Promoting Positive behaviour (copy available in nursery). A key element of our policy is to focus on promoting positive behaviour and to work alongside parents and carers in a planned fashion when things are not working very well with regards to a child's behaviour.

The team at the nursery are trained and skilled in a range of important approaches: Nurture, Restorative Practice and CALM (Crisis and Aggression Limitation and Management). This training is ongoing throughout the nursery sessions.

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

Health and Wellbeing

We aim to enhance the Health and Wellbeing of all children through the individual support and pastoral care which they receive through having a key worker, who knows, understands them, supports them in facing changes and challenges and in making choices. Children are provided with opportunities to build upon their physical competences, improve aspects of fitness and to develop their personal and interpersonal skills and attributes in preparation for leading a fulfilling, active and healthy lifestyle.

The Nursery will support me to:

- Develop my self-awareness, self-worth and respect for others.
- Meet challenges, manage change and build relationships.
- Experience personal achievement and build my resilience and confidence.
- Understand and develop my physical, mental and spiritual wellbeing and social skills.
- Understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing.
- Participate in a wide range of activities which promote a healthy lifestyle.
- Understand that adults in my nursery have a responsibility to look after me, listen to my concerns and involve others where necessary.
- Learn about where to find help and resources to inform my choices.
- Assess and manage risk and understand the impact of risk taking behaviour.
- Reflect on my strengths and skills to help me make informed choices when planning my next steps.

Part of children's development is having the freedom to take risks and face challenges. As part of the experiences at nursery, children will have the opportunity to take part in some risky activities such as climbing, cooking on a fire and using real tools. These activities are also risk assessed to maintain safety whilst recognising the benefits that these experiences bring. The staff team are trained in offering these experiences within a benefit-risk framework.

Parental Involvement

Parents, carers and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour.

The Scottish Schools, Parental Involvement Act 2006 aims to help parents/carers be:

- Involved in their child's education and learning.
- Welcomed as an active participant in the life of the school.
- Encouraged to express their views on school education generally.

The National Improvement Framework identifies "Parental Engagement" as a key driver of improvement.

At City of Perth Early Childhood Centre our aim is to encourage positive partnership with parents. Stay and Play sessions, rhyme times and parent play sessions happen regularly. We actively encourage parental involvement through our Parent Council and "meet the centre leader" sessions where Parents are asked to help evaluate the Centre and the service it provides. Children's individual learning profiles ensure that we are sharing learning and next steps in learning with Parents and children on a weekly basis. We support parent/child learning through the many groups run by our Early Childhood Practitioners and through opportunities locally through the parenting team.

We aim to carry out home visits for all new children at the Centre, which should provide a more supportive transition for children.

We have formal Parents Evenings twice a year when Parents meet with their child's key worker to discuss their child's progress. We will formally ask for Parents' opinions about our service throughout the year, including question of the month and the parent survey. We will also audit what we do and produce our Improvement Plan for the coming year. All of our policies, curriculum planning and improvement plan are available to Parents.

We involve parents at enrolment through information evenings at certain times of the year (induction and transition at start of session) and also to share transition information prior to consideration of school start. Parents are also given information on the deferral of school start through an information evening.

We create home links for children's learning/family learning through bletcher bags and other home link resources promoting language, numeracy and literacy.

Transitions

Transition from pre-school to primary school has long been recognised as a critical time of change for children and parents. We will work in partnership with our local primary schools to support your child's transitions through visits to the chosen school. Teachers will also visit the nursery to meet children and to share information with nursery staff. Parents are given information at a presentation at the end of the calendar year to support them in decision making about transitions. Whilst COPECC does not have set catchment schools, we typically support transitions to more than ten primary schools in Perth and Kinross.

For successful transition within the nursery environment key workers will meet with Parents to discuss their child's transition to the Oak Room. Visits will be tailored to each individual child to ensure smooth transition. The transition in to nursery will be arranged, following a home visit by keyworker, as a gradual and flexible process to allow the child to become familiar with the nursery environment and routines and to form a positive attachment with their key person at nursery.

If a child has additional support needs, they will experience an enhanced transition to school utilising the common Child's Plan framework. This is likely to involve additional visits to

school and from school staff and Child's Plan meetings will involve parents. There is a panel process to allocate places for enhanced or specialist provision and this process starts at the start of the session prior to a child starting school.

The Curriculum

At City of Perth Early Childhood Centre we recognise that learning is lifelong and we aim to help learners develop the skills they need for learning, life and work with a real focus on literacy and numeracy and promoting an active and healthy lifestyle.

Curriculum for Excellence guides the education provided to children from age 3 to 18 and aims to help every learner develop knowledge and skills which are encapsulated in the four capacities, which are Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Children will become **Successful Learners** by using their imagination and creativity, through tackling new experiences and learning from them. Through the development of new important skills, exploring and investigating while following their own interests.

Children will become **Confident Individuals** through succeeding in their activities, having the satisfaction of an accomplished task, learning about bouncing back from setbacks and dealing safely with risk.

Children will become **Responsible Citizens** through encountering different ways of seeing the world, learning to share, give and take, learning to respect themselves and others and by taking part in making decisions.

Children will become **Effective Contributors** through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking and respecting the opinion of others.

There is a range of other guidance relating to children aged 2 years old and above which the staff at the nursery use to guide the provision and play and learning experiences– Building the Ambition, Pre-Birth to Three, My World Outdoors are among these.

Assessment & Reporting

Assessment is an ongoing process in nursery. Educators assess children through listening, observing and interacting with a child or a group of children. In nursery we operate a key worker system with individual observations on children being noted frequently and recorded both visually and in writing in their learning profiles/folders/books. Educators find ways to involve children in the assessment of their own learning by the use of learning conversations and the examination of the learning in their individual profiles. This information is gathered and then used to form the basis of any future planning.

The assessment strategies used in nursery are:

- Observation.
- Discussion.
- Modelling.
- Encouragement.
- Planning, evaluating, reporting, staff interaction and reflection are all interrelated aspects of the curriculum.
- Learning intentions are shared regularly with parents.

The nursery curriculum is planned and assessed around the following curricular areas:

- Health and Wellbeing
- Language and Literacy
- Mathematics
- Expressive Arts

- Sciences
- Social Studies
- Technologies
- Religious and Moral Education

Parents and educators complete a Strong Starts Plan or All About Me plan for all children to identify and agree targets for learning and development. A formal report is produced for each child at the end of the session which is recorded on SEEMIS (3-5year olds) and forms part of the assessment of progress throughout school. This report is shared with parents at parents evening to enable it to be responsive to their views and observations.

Children's learning is tracked regularly from age 3, which gives an indication of their progress utilising Education Scotland's Benchmarks.

Support for Children

A child may have additional support needs if they are unable to benefit from their nursery education without help beyond what is normally given to children of the same age. Different circumstances can affect different children's ability to learn and develop. Support may come from Early Years Inclusion, Speech and Language Therapy, Occupational Therapy, health, social work, or certain voluntary organisations as well as from within education.

A child's needs may last for a short time or additional support may be required for a number of years. Whatever the child's needs, everyone involved will try to identify them as early as possible and provide the necessary support.

Nursery staff may identify a possible need for additional support for a child. Our staff will communicate regularly and raise concerns with Parents/Carers promptly. As a Parent/Carer you have knowledge and expertise about your child which is valuable to staff and therefore if you feel your child need's extra support please raise your concern with your child's key worker. The coordinator for additional support needs at nursery is Steve Rivers, Centre Leader.

Assessment of Additional Support Needs

Assessment of children's needs is continuous and ongoing and may occur in stages. We will gather evidence of your child's progress and then we will organise an Establishing Additional Support Needs Meeting with Parent/Carer and any other professionals involved with your child. At this meeting feedback will be given on your child's strengths and areas where your child may need support. From this, next steps are planned to build on strengths and to develop other areas which require support – this takes the form of a Child's Plan. Depending on your child's needs, different levels of planning will be in place to make sure their learning needs are met and to co-ordinate the support they receive. Examples of the types of planning used in nursery would be Stage 1 Child's Plan, Individualised Education Programme (IEP) and Co-ordinated Support Plans (CSP).

The Education Authority must keep your child's additional support needs under review and monitor the effectiveness of the support in place. This will be done by monitoring your child's progress in achieving the aims, goals and targets that have been set through the Child's Plan, IEP and/or CSP. Other agencies such as health, social work services or voluntary organisations also may be involved in monitoring your child's progress if they are providing support.

Further information and Support

Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC0033576.

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

Parent to Parent is a parent-led organisation that provides support to parents in working with a range of professionals to meet additional support needs.

The Perth and Kinross policies that guide the assessment of additional support needs are to be found at:

www.pkc.gov.uk/article/17278/Schools-additional-support-

Nursery Improvement

A copy of the nursery's most recent standards and quality report can be collected or viewed at nursery and is also available at:

<http://www.pkc.gov.uk/article/17575/City-of-Perth-Early-Childhood-Centre->

Our current nursery improvement plan can also be viewed at nursery or a copy collected. Our improvement targets for the 2018-19 session are:

- Improve the awareness of what children are learning by children, educators and parents and involving families in next steps in learning.
- Improve the support on offer for parents including parenting programs and learning groups.
- Improving the provision for learning outdoors in literacy and numeracy.

The nursery works within Perth and Kinross Education and Children's Services to close the attainment gap and uses a range of projects within that framework to support all learners. We use the Children and Young People's Improvement Collaborative approach to plan-do-study-Act on changes we make

Leadership

The Management Team are committed to continuous improvement based on self- evaluation and the feedback received from our joint Education Scotland and Care Inspectorate Inspection. Educators are consolidating their knowledge of 'Getting it Right for Every Child' (GIRFEC). Educators continue to have access to a wide variety of appropriate training opportunities. We will continue to work collaboratively with others, including within the centre, across the council and more widely when opportunities arise, to share effective practice. The Management Team and the staff have the wellbeing of children and their families as the key focus for the centre.

Our latest inspection reports are available at:

<http://bit.ly/2FeDd02>

The staff team use a range of tools to monitor our performance and drive improvements

including Education Scotland's How Good is Our Early Learning and Childcare and the National Improvement Hub.

Nursery Policies & Practical Information

All nursery policies are kept in a folder which can be found in the nursery entrance. If you would like a copy of any of the policies please do not hesitate to ask.

City of Perth Childhood Centre is open 50 weeks per year. The nursery closes for two weeks at Christmas. We are also closed for 5 inset (staff training) days per year.

Our nursery provision is for 2-5 year old and we have the following number of places:

2-3 years (Acorns room)

We offer up to 20 places per day on a part-time basis (2 ½ full days or equivalent mix of full or ½ days or 5 half days)

Morning session: Monday – Thursday 8.45 – 12.00pm Friday 8.45 – 11.45am

Afternoon session: Monday – Thursday 12.00-3.09pm Friday 11.45 – 3.09pm

Full day session: 8.45 – 3.09pm

3-5 years (Oak Room)

We offer up to 75 places per day on a mixture of part-time and full-time basis. Most of our places are reserved for children within the Support for Children and Families criteria.

Morning session: Monday – Thursday 8.45 – 12.00p.m. *Friday 8.45 – 11.45am*

Afternoon session: Monday – Thursday 12.00-3.09pm *Friday 11.45-3.09pm*

Full day session: 8.45 – 3.09 pm

NB: Lunch time is 12.00pm and 11.45am on a Friday

Extended hours places (1140hrs)

As of January 2018, COPECC is piloting the extended hours provision of 1140 hours per year, and we offer these according to various sessions between 8am and 6pm, 50 weeks of the year. Applications for these places are made through the nursery.

Snack Charges are as follows:

Part time children £2.00 per week (50p of this cost is optional and goes to the Nursery "toy fund")

Full time children £3.50 per week (£1 of this cost is optional and goes to the Nursery "toy fund")

Lunch Charges

£2.10 per day payable to the Nursery Administrator. You can submit an application for free school meals for your child if you are receiving the following:

- Income Support (IS)
- Income based Job Seekers Allowance (IBJSA)
- Any income related element of Employment Support Allowance (ESA)*
- Child Tax Credit (CTC) but **not** Working Tax Credit (WTC) with a household annual income of less than £16,105 – please enclose all pages of your current TC602 Award Notice to assess eligibility.
- Child Tax Credit (CTC) **and** Working Tax Credit (WTC) with a household annual income of less than £6,420 – please enclose pages of your current TC602 Award Notice to assess eligibility.
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £610
- State Pension Credit
- Incapacity and Severe Disablement Allowance

Name of Child Protection Officer

If you have any child protection concerns, please speak to:

Sandra Gibb – Senior Early Childhood Practitioner
Linda Lloyd – Early Childhood Practitioner
Angela Stewart – Early Childhood Practitioner
Steve Rivers – Centre Leader
Carmen Hearn – Principal Teacher
Kirsty Mitchell – Senior Early Childhood Practitioner

Useful telephone numbers:

Child Protection Duty Team 01738 476768
(24 hours)

Tayside Police 0300 1112222

In an emergency contact 999

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people in Scotland. The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. The Children and Young People (Scotland) Act 2014 will mean that:

- i.* For school aged children and young people, and their families, the services of a Named Person, a promoted teacher in school, will be made available to them if they choose to make use of that support and help.
- ii.* The Child or Young Person's Plan, one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Named Person & Wellbeing

As a result of the Children and Young People (Scotland) Act 2014, every child and young person will have the right to support from a Named Person to help ensure their wellbeing. In Perth & Kinross, from birth until a child starts school in P1 the Named Person will be the child's Health Visitor or Family Nurse. For children attending primary or secondary school, the Named Person will be the Headteacher, Depute Headteacher or Principal Teacher of Guidance/Support.

The Named Person's role is to support, promote and safeguard the wellbeing of children and young people. In the Act, wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible
Included

These eight words help everyone to understand wellbeing in the same way, and use the same language to talk about it. Sometimes the initials of the words are used and the wellbeing indicators are referred to as SHANARRI.