

Hillend Children's Centre
Border Street
GREENOCK
PA15 2EF
TEL NO. (01475) 715710

e-mail – info.hillend@early-years.inverclyde.sch.uk

website - www.hillend.inverclyde.sch.uk



Nursery Handbook
2017

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Introduction from Head Of Centre



Lesley O'Hagan
Head of Centre

Hello,

Welcome to Hillend Children's Centre. I hope you will find the information in the handbook helpful as you settle into the centre.

This is the first step in getting to know each other, we recognise the importance of this step for you and your child in their learning and educational experiences. We want you to feel that you can approach me or any member of the staff team to talk over any personal concerns or questions with regards to your child's progress.

Hillend is an integrated pre five centre who caters for children's needs on an individual basis, encouraging them to play, grow and learn together. We believe in nurturing an inclusive environment where children will feel secure, happy and their individuality, ability and skills are valued.

Partnership with children, parents, carers, other agencies and the local community are essential to providing the best service we can for you and your child. You are central to your child's learning and from this early point can share your knowledge of your child. Parents/Carers can be involved in many different ways in the centre (e.g. playroom activities, parent/staff meetings, workshops) and we hope you will be able to be involved in as many of these as you can.

Our philosophy at Hillend is to be a place where adults feel welcome and children become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

We look forward to getting to know you and your child and hope you enjoy your time at Hillend.

Regards

L. Lesley O'Hagan

Lesley O'Hagan
Head of Centre

Our Values

WISDOM

We achieve this through all staff and children making sensible judgements and decisions based on their knowledge and experiences

COMPASSION

We do this through being caring and respectful to others and to support and encourage children and staff to be the best they can be

INTEGRITY

The service is a calm relaxed environment where children play and join in a wide range of activities and experiences of which all are included

JUSTICE

We do this through children having a voice, being listened to and their opinions valued. If children or staff make a mistake this is something we learn from

Our Vision



Our aim is to do this by:

Staff being - caring,
motivated, dedicated,
committed, sincere, honest,
experienced and leadership
of own key group

Effectiveness of service

Working in partnerships with
parents

High level care

Continuous staff training

Monitoring individual
progression

Resources

Team around the child

Communication

Achieving these aims will result in us being successful in delivering a child centred, individual, diverse, relevant, coherent service with parents and professionals who will enhance all children's education and development.

Staff

Title

Name

Head of Centre	Lesley O'Hagan
Depute Head of Centre	Ann McArthur
Senior Early Years Education & Childcare Officer	Joan McKenna
Family Support Worker	Sandra McFadyen
Teacher	Jennifer Campbell
Early Years Education & Childcare Officer	Wendy Tannock
Early Years Education & Childcare Officer	Erin Cree
Early Years Education & Childcare Officer	Mairi Kennedy
Early Years Education & Childcare Officer	Val McKay
Early Years Education & Childcare Officer	Carol Alexander
Early Years Education & Childcare Officer	Marilyn Cox
Early Years Education & Childcare Officer	Lynn O'Brien
Early Years Education & Childcare Officer	Phil McLaughlin
Early Years Education & Childcare Officer	Sharon Nisbet
Early Years Education & Childcare Officer	John Lindsay
Teaching Assistant	May Bysouth
Teaching Assistant	Angela Lynch
Teaching Assistant	Fiona Ferguson
Teaching Assistant	Lauren Attfield
Teaching Assistant	Aileen Findlater
Clerical Assistant	Brenda Ottaviano
Caretaker	Willie Kelly
Catering Assistant	Christine McCafferty
Domestic	Marie Bonar
Domestic	Annemarie McNeil
Driver	George
Driver	Andy Hamilton

About Hillend

Hillend Children's Centre is situated in the East End of Greenock. We offer an integrated and inclusive provision which offers placements to children with Additional Support Needs in Inverclyde, which covers Wemyss Bay, Greenock, Inverkip, Port Glasgow and Kilmacolm. Most mainstream children are from the local area.

The nursery is registered for 50 children on a full time equivalent basis. Children can attend from age two to six years old. 15 of these placements are for children with Additional Support Needs. We also offer respite support to the parents of children with Additional Support Needs aged from birth to three years old and are registered to support six part time under 2 years placements.

The success of the service is due to the dedication and experience of the staff which is complemented by the parents and a range of other professionals including paediatrician, community nurses, speech and language therapists, educational psychologists, physiotherapists,

home visiting teacher, occupational therapist and a dental team to ensure that appropriate and individual care and education plans are in place for all children who require them.

Hillend has positive links within the local community and feeder primary schools of King's Oak, All Saint's and Craigmarloch which allows for positive supported transitions from nursery to school.

Parents are encouraged to have an active part in the life of the Centre and their child's education. This is complemented by our annex, which is called the Daisy Chain (Delivering an Integrated Service For You) this facility allows for group sessions i.e. Physiotherapy group, Makaton group, carer and toddler play sessions, and is available for the community to apply for lets.

Admissions

Children are entitled to 600 hours of nursery education (pro rata depending on their birth date).

ADMISSION INTAKE TIMELINE			
2 year old Early Learning and Childcare Place children whose parents are in receipt of qualifying benefits			
Birthday Dates	Intake	Intake Month	Admission Timeline
1 st March – 31 st August	1	August	At start of term in August and before last day of August
1 st September – 31 st December	2	January	Start of term in January and before the 3rd week of January
1 st January – Last day in February	3	April	After Easter Term before 1 st day of May *

*This may change depending on when Easter term falls.

3 - 5 year old Early Learning and Childcare Place			
Birthday Dates	Intake	Intake Month	Admission Timeline
1 st March – 31 st August	1	August	At start of term in August and before last day of August
1 st September – 31 st December	2	January	Start of term in January and before the 3rd week of January
1 st January – Last day in February	3	April	After Easter Term before 1st day of May *

*This may change depending on when Easter term falls.

Transition

The key to effective transition is effective communication between the early years establishment, school and parents. The transition process will begin early in the preschool and continue into early primary 1.

Charging

There is no charge for nursery term time but if you need the service during the holiday period there will be a small charge. You will be invoiced by Inverclyde Council. We provide wraparound and parents can extend their child's placement depending on availability. This is charged at £3.90 per hour.

Enrolment

Once your child has been offered a nursery place you will be invited to the nursery for a visit to meet the staff, fill out the appropriate forms and receive your child's starting date.

Settling In Period

For many children this will be their first experience of separation from you and it can be difficult for both you and your child. To minimise this, we ask parents to spend time in the nursery with their child on their first day. This is normally approximately 1 hour building up longer periods of time during the first week. Parents are encouraged to leave their children with staff for short periods, and go for a cup of tea or coffee. During the settling in period you and your child will become familiar with the routine and layout of the nursery and build relationships with staff and other children.

Opening Hours

Opening hours for staff is: 8.30am – 5.00pm

Morning Session for children is: 8.45am – 11.55am

Afternoon Session for children is: 12.30pm – 3.40 pm

Arrival and Collection of Children

It is expected that a responsible adult will bring your child to and from the nursery. The nursery has a secure door entry and child password system. Please ask office staff to open the door for you. If there is no one in the reception office press the appropriate button and when asked, state you and your child's name. We also operate a signing out sheet for your child's safety and security. These sheets are in your child's playroom. Please ensure that you sign your child out. In the interest of your child's safety you should inform the Head of Centre or key worker if your child is to be collected by someone not known to centre staff, the person you arrange should be aware of your child's password. This avoids any difficult situations as a child cannot be allowed to leave with an adult who is a stranger to staff.





Emergency Contacts

Parents whose children are in the nursery are asked where possible to provide the establishment with names, addresses and telephone numbers of two contact persons for use in case of an emergency. It is important that we have contacted details, and you are asked to keep the nursery up-to-date with any changes with regards to this information.

Attendance

All children are entitled to 3 hours 10 minute sessions per day. It is important that the children get their full session and we ask that you collect your child at the appropriate time to enable them to participate fully in the various learning experiences provided. We require a telephone call if your child is not able to attend nursery on a particular day.

Absence

-  If your child is unwell please telephone (715710) and keep us updated until your child is well enough to return.
-  If your child will be absent due to a Doctor's, Hospital or Dental appointment please let us know beforehand.
-  If your child is going to be on holiday, please let us know.
-  If you do not contact us it is our policy to phone you if your child does not attend nursery. The absence Management co-ordinator is Joan McKenna (Senior).

Transport

Transport is not normally provided for children attending pre-five establishments. Inverclyde Council may however provide children transport to and from nursery for children with additional support needs who may require travelling some distance to take up their placement. *Please note that the transport policy is currently subject to consultation. The outcome of the consultation is expected to be known in January 2017.*

Suitable Clothing

Children have great fun when they are involved in messy work. We will always try to make sure they wear aprons but accidents do happen so we ask that children wear suitable clothing for all activities. The centre has all in one rain suits for the children to wear outdoors. Please do not hesitate to use one for your child if necessary. There are forms of dress unacceptable in establishments, such as items of clothing which:

Potentially encourages faction {such as football colours}

Could cause offence {such as anti-religious symbolism or political slogans}

Could cause health and safety difficulties, such as loose fitting clothing, dangling earrings or clothing made from flammable material for example shell suits in practical activities

Could cause damage to flooring

Carry advertising, particularly for alcohol or tobacco

Could be used to inflict damage on other pupils or be used by others to do so

The council is concerned at the level of claims being received regarding the loss of children's clothing and / or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.

Meals and Snacks

As part of Inverclyde council we adhere to their health policies and work hard to ensure that Hillend is a health promoting establishment. We do this through food choice and food related activities. The children also have the opportunity to experience a wide range of multi-cultural food.

The centre has a Healthy Eating Policy although at birthdays and special occasions we provide healthy party foods and a small treat. On a daily basis children are also encouraged to be active and participate in physical activities both indoors and out.

Holidays


Inverclyde Council has statutory holidays and In-service days. For the forthcoming year they are as follows:

Inverclyde
council

NB Please note that the above dates refer to term time children only.

Medical and Health Care

This section includes information about:

 Medication and health care

 If your child becomes ill

+ Visits to the establishment by medical staff

+ No Smoking Policy

Medical and Health Care

If your child is in need of medication during his/her time at the nursery you should discuss his/her requirements with the Head of Centre or key worker. Prescribed medication must have a pharmacy dispensing label and then with parental permission we can administer medication.

If your child has an ongoing medical need please speak to a member of staff to discuss the way forward to ensure that your child is involved in all aspects of the service and that all their medical needs are met and appropriate training is undertaken.

If your child becomes ill

If your child becomes ill at nursery parents will be contacted immediately. If parents cannot be contacted the nursery will contact the child's emergency number. We will try to make the child as comfortable as possible until their parent arrives.

The nursery requires a telephone call if your child is not able to attend nursery through illness. To prevent the spread of infection we ask that you keep your child off nursery for at least 48 hours if they have sickness, diarrhoea or to follow guidance on other illnesses.

Our first aider is Wendy Caulder and our appointed person is Sharon Nisbett.

Visits to the establishment by medical staff

Community Dentist and Hygienist visit the nursery on a regular basis and involves the children and parents in small projects thus making a visit to the "Dentist" a less threatening experience. Dental Hygienists also support the nursery, giving advice on healthy snack foods and correct teeth-brushing techniques.



No Smoking Policy

In line with Inverclyde Council's "No Smoking Policy" smoking is not permitted in the nursery building. There are "No Smoking" signs through out the nursery.

Curriculum

This section includes information about:

- ✚ Curriculum
- ✚ Assessment
- ✚ Additional Support Needs
- ✚ The Equality Statement for Inverclyde Establishments
- ✚ Working together to support learning
- ✚ Keyworker's Role
- ✚ Transition
- ✚ Transfer from pre-five establishment to Primary School
- ✚ Parental Involvement
- ✚ Establishment and the Community
- ✚ Information on adult groups

Children's Development and Learning

We aim to offer a broad and balanced curriculum in line with “A Curriculum For Excellence” and “Pre Birth to Three”. [Scottish Executive]

There are four capacities identified in “A Curriculum of Excellence”, these are:

- ✚ Successful Learners
- ✚ Confident Individuals
- ✚ Responsible Citizens
- ✚ Effective Contributors

The 9 Learning Areas which are:

- ✚ Health and Wellbeing
- ✚ Social Studies
- ✚ Technologies
- ✚ Mathematics
- ✚ Literacy & English
- ✚ Science
- ✚ Expressive Arts
- ✚ Religious and Moral Education
- ✚ Languages

These are implemented in line with Inverclyde Council's Learning and Teaching policy (which is available on our website under curriculum).

The programmes used in Hillend Children's Centre that help to support the curriculum and allow children to develop the skills and attributes needed for mental, emotional, social and physical well-being and life-long learning compliment the curricular activities on a daily basis, and all achievements of children both outwith and within the nursery are celebrated.

PATHS
TAC PAC
BABY BEATS
VYGOTSKY
OUTDOOR LEARNING
BIKEABILITY
PHYSICAL PROGRAMME
MATHS LENDING LIBRARY
LITERACY LENDING LIBRARY

Within our mainstream integrated room the children are active participants in their own learning. This is done through the use of floor books and children sharing their previous knowledge of a chosen topic before staff plan success criteria linked to their next steps in learning. To support learning at home these success criteria's are shared with parents to give them knowledge that will allow them to support and discuss their child's learning at home.

Hillend has successfully each year supported new and existing parents to understand and recognise their role in their child's learning giving them information before receiving presentations within their child's playroom to see how the curriculum is provided and implemented. This is facilitated at our information evening at the beginning of the school term.

Assessment

"Assessment should be an integral part of the daily routine in the early years setting. It occurs as adults listen, watch and interact with a child or group of children".

"The purpose of assessment is to provide useful information about children's learning and development. This is gathered from staff, parents, multi-agency professionals and the child, and which will be helpful in forming future planning". [Assessment is for Learning]

Staff gathers information about your child which has been gained by spending time with them and observing their play, listening to their plans and ideas. It is this information that is used to build up a record of your child's progress and achievement and from a part of your child's individual ongoing profile, which is available for discussion and contribution by parents at all times. The child's progress may be discussed with parents on a daily basis or at our "Progress Evenings" throughout the year.

A 'Record of Achievement' for children going to school will be completed for your child in May and a copy of this information is transferred to your child's primary school.

Additional Support Needs

Through assessment staff recognise children's skills and areas in which they require support. Through this we work with parents to identify the best strategies to put in place to allow children to be all they can be and reach their highest potential.

As Hillend is an integrated specialist service we provide services that cater for a range of learning styles and needs. Our complex and severe additional support needs room provides individualised curriculums that meet the needs of each individual child within the playroom. The communication and language room supports children's understanding of language through visual stimulus for their timetable and as a means of communication. Our integrated mainstream room allows all children

in the nursery to work together with consideration and plans to ensure that individual children's needs and learning styles are met.

The lead person within Hillend for the overall planning of individualised programmes is Lesley O'Hagan. If you have any worries or concerns about your child please do not hesitate to pop in and discuss these at any time. These programmes are implemented by the key worker and supported as required by one of the teaching assistants.

Every member of staff has responsibility to support the learning of all children. The type of support will vary according to the needs of the children this includes consideration given to children who have a disability, children with social, emotional and behavioural difficulties, children with learning difficulties of a specific or general nature, children who are exceptionally able, those who demonstrate underachievement relating to gender issues, children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, travelling children and those children whose family circumstances impact on attendance and learning. Partner agencies may be asked to offer support where necessary.

(a) the authority's policy in relation to provision for additional support needs,

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps

c) the other opportunities available under this Act for the identification of children and young persons who -

a) have additional support needs,

Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

b) require, or would require, a co-ordinated support plan,

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan. The coordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),

You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other

professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

d) the mediation services provided

Inverclyde's mediation service can be accessed by contacting Angela Edwards, Head of Inclusive Education, Culture and Corporate Policy at the address below

e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

For further advice please telephone 01475 712842

Or write to;
Education Services
Wallace Place
GREENOCK
PA15 1HU

The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) 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;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

© Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

It will be sufficient to signpost these giving the hyperlinks below.

www.enquire.org.uk

www.siaa.org.uk

www.sclc.org.uk/

The Equality Statement for Inverclyde Establishments

'Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.'

Working together to support learning

We have a multi-agency approach to children's learning which makes use of the skills, knowledge and expertise of parents, staff and all other supporting agencies.

Keyworkers role in relation to the child:

- Responsibility to build positive and supportive relationship with the child.
- Build up a knowledgeable picture of the child covering all areas of the child's development using observation techniques and formal/informal assessment.
- Responsible for ensuring that the child's individual needs are met.

Keyworker's role in relation to the Parents/guardians

- Value what the child has learned at home.
- Value the family's culture and religious views.
- Offer appropriate support to the parents/guardian.
- Ensure that the parents/guardian are involved in and informed of their child's progress.
- Ensure that the parents/guardian receive regular information on nursery activities/events.

Transfer from Pre-five Establishment to Primary School

The key to effective transition is effective communication between the early years establishment, school and parents. The transition process will begin early in the pre-school year and continue into early primary 1.

Children are normally transferred between the ages of 4 and a half and 5 and a half years, although this may be negotiated circumstances. Information on registration/enrolment will be given in the Local Press early January. Churches and libraries will carry notices and the nursery will remind parents of the relevant dates. A programme of induction for children is available for those attending local school and this is planned to help your child settle in at their school. Children with January/February birthdays are entitled to an additional year at nursery if parents feel their child requires this.

Contact details for all inverclyde schools are available from Lesley O'Hagan and on the website.

Parental Partnership

Parental partnership is crucial in the life of the nursery and parents are encouraged to be involved in various ways for example:

- ✚ Parent/staff meetings
- ✚ Parents support groups
- ✚ Fundraising
- ✚ Using skills within the playroom
- ✚ Progress Evenings
- ✚ Enrolments evening
- ✚ Curriculum Workshops
- ✚ Parent Council

Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises that the vital role that parents play in supporting their children's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. It aims to help parents to be:-

- Involved with 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

We are always keen to learn new ideas or suggestions from parents to extend and improve our provision.

The Establishment and the Community

Positive links exist with local Business, Community Police, Fire and Ambulance Services, Inverclyde Council recreation Department, Community Education. We also work experience for the pupils and placements for students.

Our annexe “Daisychain” allow us to offer accommodation to a range of community provisions which include:

- Carers/toddlers
- Downs Support Group
- Early Bird Programmes
- Professional Team Meetings
- Move Programme







As well as individual one off events as requested. The nursery has also good relationships with neighbours and they use our recycling clothes bins and the nursery children litter pick in our local environment to create a clean ethos.

School Improvement

This is an area that all parents are interested in and details of our success from the previous year and how we attend to improve in the coming year are detailed within our standard and quality report which is displayed in the main corridor and a copy is available on our website.

General Information

This section includes information about:

-  Equal Opportunities and Social Justice
-  Child Protection in Inverclyde
-  Promoting Positive Behaviour Policy
-  Information in Emergencies
-  Fire Evacuation Procedure
-  The Coming years Improvement Plan

Equal Opportunities and Social Justice

Inverclyde Council Education Service aims to:

- ✚ Offer education of the highest quality to all young people within a developing culture of inclusion
- ✚ Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practise
- ✚ Value the diversity of interests, qualities and abilities of every learner
- ✚ Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment
- ✚ Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community
- ✚ In meeting the needs of all of our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra curricular and playroom activities and is foremost in the attitudes which we develop in our pupils

Child Protection In Inverclyde

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow, Education Services work very closely with other agencies namely Strathclyde Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

Promoting Positive Behaviour Policy

Children should have a safe and stable environment where they feel secure and learn to understand about limits, boundaries and rule. There are a wide range of factors which affect a person's behaviour, and there is no one way of dealing with the complex problems which can be faced by children and so recognise the individuality of all children and our responsibility of all children and our responsibility to children with Additional Support Needs.

We aim to:

- ✚ Promote positive ethos in the nursery where children feel welcomed and develop respect for themselves, adults and other children

- ✚ Encourage development of self-discipline with positive guidance through learning experiences
- ✚ To ensure all staff are working on the same guidelines and procedures in maintaining positive behaviour and continuity within the playrooms

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Establishments may be affected by, for example severe weather, temporary interruption of transport, power failure or difficulties of fuel supply, in such cases we shall do all we can to let you know about the details of closure or re-opening.

Fire Evacuation Procedure

In event of a fire causing the premises to be unsafe to return too, the staff will evacuate the children to Hillend Bowling Green. In an extreme emergency the evacuation will be to Kings Oak Primary School. A staff member will remain at the gate to notify the parents where the children are located.

Improvement Plan

We will gain our Green Flag.

Action Plan

- In the process of collating all evidence of good practice carried out to gain green flag.
- We will gain our green flag.
- Continue to reduce waste, litter, electricity, recycle water and feed birds.
- Through receiving our green flag children will have a increased understanding of how to look after their world
- Invite new parents to be part of the Eco Schools Committee.

As part of raising attainment and to supplement our maths programme we are introducing a numeracy programme.

Action Plan

- East end cluster group representatives attended training day. Cluster has met and created a numicon driver diagram to take forward implementation of the resource.
- All staff to be trained on the Numicon resource and be implementing it within the service. Psychological services will support implementation to show impact of resource.
- Driver diagram and nursery/primary cluster group to be implemented.
- Evidence of outcomes on children will be shared with authority on June 2016.

We will increase parental involvement where parents will take a more active role in the life of the service.

Action Plan

- We at present have a small number of Parents who engage in the life of the centre including Eco Schools and fundraising.
- To have increased Parental Partnership through Parents taking an active role within all aspects of service including self- evaluation, policy writing and the creation of a parent committee.
- Encourage present and new parents to be involved in the life of the centre at our initial parents enrolment evening in September 2015.

- Parents will be actively involved within all aspects of service delivery.
- Re draft Aims, Values and Vision with parents reflecting Getting it Right for Every Child and the United Nations Convention on the Rights of the Child legislation

Starcatchers philosophy will be embedded into practice.

Action Plan

- Two staff have been trained in using creative aspects of Star catchers within the service. One staff member has shared training with whole staff team through leading learning opportunities that staff engaged in. Visiting artist has monitored practice and implemented activities leading to driver diagram being embedded across the service.
- All staff will have a greater understanding of Star catchers programme and will plan and embed this into practice.
- 10 staff have requested to go on training and will lead the implementation into practice and mentor other staff and each other.
- Staff will be confident and will support children in becoming more creative leading to children being more confident individuals

Co-operative teams will plan and implement diverse learning programmes across the 3 playrooms outdoors.

Action Plan

- Weekly timetable to be created that will allow for planned learning experiences and integration outdoors to be embedded across the service.
- All children will have the opportunity to learn together and from each other outdoors with consistent group and adults to support social integration.
- Action plan will be created which will provide clear tasks, resources, times, roles and responsibilities for staff to implement.
- Timetable and action plans will be created to start process in August 2015.
- Children will be active participants and have a social network across the building with key children and staff.
- Evidence will be gathered in floor book format.

SMT will use SEEMIS as a tool for collation of information for children leading to single child plan.


Action Plan

- SMT trained in using SEEMIS.
- SMT and clerical input data to SEEMIS.

- Decrease paperwork by using SEEMIS as a recording tool for notes and stage Intervention paperwork.
- Staff trained on SEEMIS system and login's for all staff.

Other Information

This section includes information about:

 Suggestions and complaints

 Data Protection

 Important Addresses

Suggestions and Complaints

We are always seeking ways to maintain and improve our service. If you have any suggestions to make about the service, please contact the Senior Management Team / Key worker in the first instance.

You may wish to be aware of the following name, address and telephone numbers

Care Inspectorate

Regional Office

4th Floor

No. 1 Smithhills Street

PA1 1EB TEL: 0141 8435320

If you wish to find out further information with regards to Inverclyde Council Policies you will find this on in the following

www.inverclyde.gov.uk

Data Protection

DATA PROTECTION ACT 1998

Information on children, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the establishment.

**Wilma Bain Corporate Director:
Education, Communities & Organisational Development
105 Dalrymple Street,
GREENOCK
PA15 1HU
01475 712850**

**Mr Grant McGovern
Head of Inclusive Education Culture and Corporate Policy
Wallace Street
GREENOCK
PA15 1JB
01475 712828**

**Ruth Binks
Head of Education
Wallace Street
GREENOCK
PA15 1JB
01475 712824**

**Linda Wilkie
Early Years Manager
Wallace Place
GREENOCK
PA15 1JB**

TEL: 01475 712892

**Lesley O'Hagan
Hillend Children Centre
Border Street
GREENOCK
PA15 2EF**

TEL: 01475 715710

You may wish to be aware of the following names, addresses and telephone numbers.

Local Councillors

Provost Robert Moran
Provost Room
Municipal Buildings
Clyde Square
GREENOCK
PA15 1LY TEL: 07766992297
Robert.Moran@inverclyde.gov.uk

Councillor Stephen McCabe
Municipal Buildings
Clyde Square
GREENOCK
PA15 1LY TEL: (01475) 712727 / 712020
Stephen.McCabe@inverclyde.gov.uk

Please note

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

- (a) Before the commencement or during the course fo the school year in question.
- (b) In relation to subsequent years.

