

# Wellpark Children's Centre



## Handbook 2017

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## Introduction

Dear Parent/Carer,

Welcome to Wellpark Children's Centre. You will find our handbook outlines how we aim to further develop your children's learning and how we look forward to working in partnership with you to build on your child's already acquired skills.

At our centre we have an open door policy in place where parents are welcome to come along and participate. This would give you the opportunity to see all the activities and learning experiences taking place within the playrooms.

We hope you find this handbook both informative and helpful. On behalf of the staff I would like to take this opportunity to say that we look forward to working with you and your family and hope that you enjoy your time spent with us.

Yours Sincerely

*Liz Lucchesi*

Liz Lucchesi  
Head of Centre



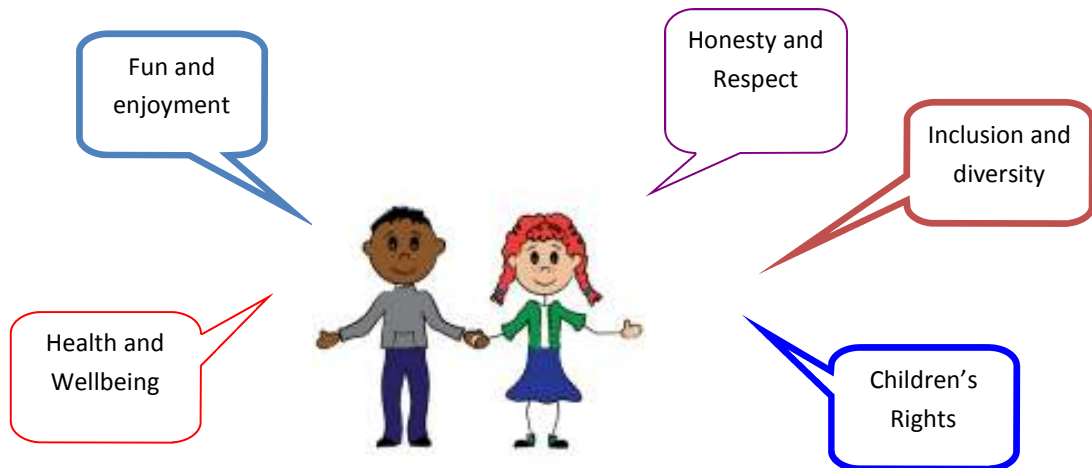
# Vision, Values and Aims of Wellpark Children's Centre

## Vision

At Wellpark Children's Centre we provide and deliver an inclusive and inviting high quality service which supports children and families in the community.

## Values

We ensure all children feel welcome, safe and happy and we value.



We aim to

- Provide the children with a curriculum which is both stimulating and challenging to meet their individual needs.
- Support and encourage children to develop their full potential through carefully planned play experiences.
- Create opportunities both outdoors and indoors to stimulate interest and imagination
- Provide a high quality, safe and well resourced environment.
- Provide positive links with home, nursery, school and other agencies to promote learning and to support the needs of individual families.
- Create a warm welcoming and friendly environment for all to develop confidence, self-esteem and promote positive attitudes for everyone

Monitor and evaluate the practice and effectiveness of learning and teaching which enables the children to become confident individuals, successful learners, responsible citizens and effective Contributors.

We comply and actively engage with statutory requirements and codes of practice [QI 1.2 Fulfilment of statutory duties]



## Staff Information



Head of Centre                      Liz Lucchesi

Acting Depute Head              Ann-Marie Cunningham

Early Years Childcare and Education Officers              Jackie Stewart  
Anne McEwan  
Gillian McDonald  
Suzanne McCall  
Lynne Logan  
Angela McMaster  
Margaret McDaid  
Shirley Beaton

Support Workers                      Claire McGarrity

Clerical Staff                      Cathy McNeill / Cheryl Heron

Caretaker                      Mary Jardine/Margaret Leith

## Opening Hours and Session Times

The centre is open 39 weeks per year closing only for public holidays and staff in-service training days.

Normal sessions for the nursery are 8.45am - 11.55am and 12.30 pm -3.40 pm. Full time sessions are also available. Children can attend Monday, Tuesday all day and Wednesday morning or Wednesday afternoon, Thursday & Friday all day.

The nursery is open from 8.30.am until 4.30 pm Monday to Thursday and 8.30am- 4.00 p.m. Friday.

Additional hours maybe arranged to meet individual and family's needs and are subject to availability wrap round charge may apply. Times and placement will be discussed when you come along for enrolment.

## Establishment Information

Wellpark Children's centre  
45 Mearns Street  
Greenock  
PA15 4BN

Tel: 01475 715730

E-mail: [INWellpark@glowscotland.onmicrosoft.com](mailto:INWellpark@glowscotland.onmicrosoft.com)

Website: <http://wellpark-nur.inverclyde.sch.uk>

Twitter: @wellparkcc



Wellpark Children's Centre is non-denominational and caters for up to a maximum of 94 children.

47 Children Morning and Afternoon sessions	2-3 yrs. - 15 children
	3-5 yrs. - 32 children

## CENTRE SECURITY

A security system operates at all times. Please press the RECEPTION button, or follow the instruction at the door and someone will open it for you.

## CAR PARK

The car park is for staff cars only. This is also our emergency exit if the building needs to be evacuated.

## Holidays and In Service Days

As holiday dates and in-service days change yearly a leaflet will be issued to you regularly detailing future holidays. These will also be displayed on the entrance hall notice board.

## Fund Money

Parents are requested to make a voluntary contribution to the Centre of £2.00 per week, this supports baking activities, outings, transport, Christmas present etc. These costs are not met by the Local Authority, so we rely on the generosity of parents.



## SMOKING POLICY

Inverclyde Council operates a **NO SMOKING POLICY** in all establishments in line with the new 'Smoking Law 2006' therefore smoking is not permitted in any area of the Centre.

## Registration and Admissions

Parents are welcome to register their child for a place at any time. Please note that the length of time a child's name has been on the register will not affect the child's priority for admission. Parents can ask to see their application form at any time. If circumstances change which affect the application you should speak to the Head of Centre.

All nursery places are allocated in line with Inverclyde council's Early Years admissions policy and the nursery staff will be happy to advise you on how this policy operates when you apply for a place for your child. The normal pattern of attendance is 5 sessions of 3 hours 10 minutes either in the morning or afternoon or across 2.5 days.

Birthday Dates	Intake	Intake Month	Admission Timeline
1 <sup>st</sup> March – 31 <sup>st</sup> August	1	August	At start of term in August and before last day of August
1 <sup>st</sup> September – 31 <sup>st</sup> December	2	January	Start of term in January and before the 3rd week of January
1 <sup>st</sup> January – Last day in February	3	April	After Easter Term before 1st day of May *

\*This may change depending on when Easter term falls.

## Attendance

Every day there are different experiences on offer to your child. In order to ensure that your child gains maximum benefit of these and the education and care provided it is vitally important that he/she attends regularly.

## Absence or Sickness

If your child was unable to attend the nursery, parents/carers must contact the nursery as soon as possible. You can do this by telephoning the nursery and speaking to a member of staff. If on occasions there was no one available to take your call you are welcome to leave a message on our answering machine.

The machine is checked regularly.



## Services Provided for Children and Families



Tooth brushing



Eco Schools Committee



Story grammer Programme

- The Centre provides learning programmes for 2-5 year olds.
- We have access to partner agencies
- We have a parents group and hold parents evenings.
- Transition to primary school programme.
- Story grammer & Numicon Maths programmes
- Eco CommitteeHome links e.g. Maths bags, literacy bags and health and well being bags for children and parents.
- Outdoor Play



### Child Protection

Inverclyde Council Education Service 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.

If a member of staff has any concerns regarding a child's safety and protection it is our statutory duty to report these concerns to the appropriate agency. All actions taken are in the interest of the child. Further information leaflets for parents regarding Child Protection are available from the Centre.





## Wellpark Children's Centre & the Community

At the nursery we recognise that the local area and community are a valuable resource. We are working together with a variety of agencies. Some of these include:-other early year's establishments, local primary and high schools. We also work closely with social work department, health visitors, dental services and physiotherapists.

The children have been visiting Hillend House Day Care for the elderly building bond with our senior citizens .Both children and staff agree that this has been a very positive and successful exercise.

The children visit the local library and parks on outings. These activities are invaluable learning experiences for the children.



Local issues i.e. local amenities or changes within the community are raised and discussed at our parent council meetings, thus allowing for concerns to be directed to the appropriate departments.



We support the local community by having placements for work experience pupils from all secondary schools in Inverclyde and students from James Watt College. The children and staff also support local and national charities through fund raising events held during the year.

## Transition 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 primary 1.

Children are normally transferred between the ages of 4  $\frac{1}{2}$  and 5  $\frac{1}{2}$  years , although this may be negotiated in exceptional circumstances.

The nursery has strong links with local primary schools and work together by arranging "play dates" to the classrooms, inviting teachers into the nursery to meet the children and their keyworker to share information on the child as a learner.

Further information regarding your child's feeder school can be found in the registration for infant beginners page of our website.



## Assessment and Reporting to Parents

Observations of the children are continuous and enable staff and parents to plan appropriate effective learning programmes for each child. The first part of this process is the "All about Me" booklet which you will be given at your child's enrolment.

Children's achievements are recorded on an electronic profile which parents can access securely at any time and are encouraged comment and include learning and achievements from home. Parents are asked to meet with their child's keyworker to set targets and discuss their development twice per year.

Parents are given a transition report at the end of the school year. This will contain information regarding their progress which will be passed on to school. Parents are also given a report when children transfer from the Caterpillar room to the butterfly room.

## Pre-Birth to Three and Early Learning

Our curriculum for the 2-3 year old takes into account the guidelines from the Scottish Executive "Pre-Birth to Three" which promotes effective practice through:

- Relationships
- Responsive Care
- Respect
- Rights of the Children



Staff offer a wide range of activities to support the children in their learning and development focusing on

- Being Healthy
- Learning to be responsible
- Learning and Achieving
- Becoming Independent and Looking after Myself
- Being able to Communicate
- Enjoy Family and Friends
- Confident in who I am.





## GETTING IT RIGHT FOR EVERY CHILD

*As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues.*

*The Getting it right for every child approach ensures that anyone providing that support puts the child or young person - and their family - at the centre.*

*The Scottish Government*

Nurturing Inverclyde' aims to make Inverclyde a place which nurtures citizens of all ages, ensuring that everyone has the opportunity to have a good quality of life and good mental and physical well-being.

Staff in the Centre use the GIRFEC approach to ensure all children's needs are being met and that the needs of the family are put first when we work with our partner agencies.



## A Curriculum for Excellence

We use "Curriculum for Excellence" to offer a wide and varied learning experiences for children.



The values, principles and purposes of the "Curriculum for Excellence" are also considered when planning for the children.

The children are given opportunities to learn through play and planned experiences. They are encouraged to be actively involved in their own learning and are supported by members of staff. We have a learning wall which displays our consultation with children and the learning experiences and outcomes which will be addressed.

Some of the children's work will be displayed, giving examples of some of the learning taking place. A learning book is completed at the end of planned block and displayed in the cloakroom for parents and children to view.



## Curriculum for Excellence Cont.

The Curriculum for Excellence is split into 8 subject areas. Children will learn about a variety of subjects gaining skills in all areas throughout their time at Wellpark Children's Centre.

Numeracy and Mathematics

Sciences

Religious and Moral Education

Social Studies

Literacy & English

Health & Wellbeing

Technologies

Expressive Arts



It is our aim that all children who attend Wellpark Children's Centre will be successful in the four capacities of the Curriculum for Excellence as listed opposite.

### successful learners

#### with

- › enthusiasm and motivation for learning
- › determination to reach high standards of achievement
- › openness to new thinking and ideas

#### and able to

- › use literacy, communication and numeracy skills
- › use technology for learning
- › think creatively and independently
- › learn independently and as part of a group
- › make reasoned evaluations
- › link and apply different kinds of learning in new situations

### confident individuals

#### with

- › self-respect
- › a sense of physical, mental and emotional wellbeing
- › secure values and belief
- › ambition

#### and able to

- › relate to others and manage themselves
- › pursue a healthy and active lifestyle
- › be self-aware
- › develop and communicate their own beliefs and view of the world
- › live as independently as they can
- › assess risk and take informed decisions
- › achieve success in different areas of activity

To enable all young people to become

More Information on Curriculum for Excellence can be found at

<http://www.educationscotland.gov.uk/parentzone/index.asp>

### responsible citizens

#### with

- › respect for others
- › commitment to participate responsibly in political, economic, social and cultural life

#### and able to

- › develop knowledge and understanding of the world and Scotland's place in it
- › understand different beliefs and cultures
- › make informed choices and decisions
- › evaluate environmental, scientific and technological issues
- › develop informed, ethical views of complex issues

### effective contributors

#### with

- › an enterprising attitude
- › resilience
- › self-reliance

#### and able to

- › communicate in different ways and in different settings
- › work in partnership and in teams
- › take the initiative and lead
- › apply critical thinking in new contexts
- › create and develop
- › solve problems

## Equalities Statement

'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 on 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 equalities and inclusion should be a given right, where everyone is valued and treated with respect.'

## 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 practice.
    - 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 our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extracurricular and playroom activities and is foremost in the attitudes which we develop in our pupils





## Support for Pupils

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 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.

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.

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 Educational Services by parents themselves or identified by one of a range of staff working closely with the child

For further advice please ask staff or phone 01475712842. More information can be found at

<http://www.educationscotland.gov.uk/parentzone/additionalneeds/learningact/additionalsupportneeds.asp>

<http://enquire.org.uk/publications/parents-guide>



## Working Together to Promote Positive Behaviour & Relationships.

At nursery we use the Positive Relationships & Behaviour policy to support the children to have positive, respectful relationships. Children are encouraged to take part in respectful interactions and staff foster this by providing a calm and stimulating environment.

Staff use restorative and nurturing approaches alongside The Rights of the Child to promote positive behaviour with an emphasis on feelings, respect and fairness



### PATHS Programme

The Premier Social & Emotional Learning Programme. PATHS helps children understand their emotions and how their behaviour is effected by them.

The Program uses puppets to help the children understand their own emotions and help them behave in a positive way.

## Home Links

Parents are encouraged to get involved within the life of the nursery. There are many opportunities for parents to become involved including



- Home Learning Bags
- Eco Committee
- Parent Staff Group

**'MORE VOLUNTEERS ARE ALWAYS WELCOME!'**

We have a Parent/staff group and Eco School committee and parents are welcome to attend the meetings.

Notification of these are published in the Newsletters and placed on the notice board.

Monthly newsletters are issued to inform parents/carers about events and happenings within the nursery. We also have an activity sheet giving the parent/carers additional ideas and suggestions of activities that you can use at home with your children to support their learning.

Every year we hold a parents evening which allows parents to take part in active learning. Parents can experience some fun participating in the activities on offer to the children. Throughout the year we invite partner agencies to share information and advice to support parents with a variety of issues.



We also have 'stay and play' days throughout the year. This is an opportunity for parents and carers to come into the nursery, have some fun and learn a little more about their child's experiences.

## The Parent Council: Parent /Staff Group

Scottish Schools (Parental Involvement Act 2006) led to the establishment of Parent Councils in primary, secondary and special schools.

The Act recognises 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.
  - Welcomes as an active participant in the life of the school.
- Encouraged to express their views on school education generally.

As we are an Early Years service we have a Parent/Staff group. The aims of this group are the same as above. We encourage parents to be involved with the life of the centre and to be aware of improvements, initiatives and programmes in place for their child's learning. The group is relaxed and meet every six weeks. The minutes of these meetings are displayed in the front hall. If you have an idea or viewpoint you wish to be taken for discussion please come along and join us or talk to a member of the office staff or parent group.



Parents who wish to be involved on a regular basis within the nursery playrooms need to have a PVG (protecting vulnerable groups) disclosure completed.

## Clothing



As you are fully aware all children have the best time when they are involved in 'messy play'!

At the nursery we do try to make sure that they wear aprons to protect their clothes. Unfortunately though, accidents can happen! Because of this, we do ask that you dress your child in suitable clothes for example something that's comfortable and easily washed!

We also encourage the children to be involved in outdoor play activities. Please make sure that your child has suitable outdoor clothing in case this type of play or an outing is planned. The nursery has waterproof clothing and some sizes of wellington boots available for wet days.

To avoid the loss of jewellery or accidents

happening e.g.: - Chains tightened around neck, drop earrings, etc.: we do ask parents not to wear items of jewellery on the children. We ask for your co-operation with this issue and for parents/ carers to ensure that all items of value are not worn or left in the nursery.

There are forms of dress which are unacceptable in establishments, such as items of clothing which:

1. Potentially, encourage faction ( such as football colours)
2. Could cause offence ( such as anti -religious symbolism or political slogans)
3. Could cause health & safety difficulties , such as loose fitting clothing, dangling earrings, or clothing made from flammable material for example shell suits in practical activities
4. Could cause damage to flooring
5. Carry advertising, particularly for alcohol or tobacco; and  
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

Uniforms are not compulsory but polo shirts and sweatshirts are available for Smiths Schoolwear in West Blackhall St, Greenock.





## Snacks and Meals

The children who attend the nursery are offered a snack at each session. The menu varies and includes fruit and savoury options such as toast, crackers and cereal.

The children are encouraged to taste many different foods and drinks. They are given the opportunity prepare and taste samples of 'healthier food options' -raw carrots, celery, brown bread, fruit salad etc Staff will be made aware of any food allergies your child may have and offer alternatives.

In conjunction with our Oral Health Programme the children are encouraged to participate in planned activities promoting healthy eating and the advantages to be gained from doing so. Examples of these are "Eat well to Play well" game, baking area, recognising different festivals throughout the year, Chinese New Year, Diwali, Christmas parties etc.

Staff monitor the children's physical activities and work hard to promote awareness of the importance of health & fitness by offering appropriate learning experiences. Children take part in 'Active Start', a physical education program daily. They also have visiting coaches who come and work with the children to promote a love of gymnastics, football and dance.

Children who attend on a full time basis should provide a healthy packed lunch. Information is available about healthy options for lunchtime.



## Medical and Health Care

### Medication

If your child is in need of medication during his/her time at the nursery you should discuss their requirements with the Head of Centre. Medicines will be given as prescribed at the discretion of the Head. In order to administer the medicine you will need to complete the necessary medical forms. If your child suffers from a recurring illness please give us information on how to manage emergency treatment should the need arise.

### Minor Accidents

The centre has a qualified First Aider who would be able to offer treatment to minor injuries. In the event your child requiring further treatment we will inform you or an emergency contact immediately.



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### Oral Health

At the centre the children are currently involved in an Oral Health Programme. The children are encouraged to brush their teeth regularly at nursery and are supported in this by staff.

The children's progress will be monitored closely and on occasions the dentist will check the children's teeth. Parents will be informed of this prior to visits. Before a child can participate in this programme a consent form requires to be completed.



### If your Child Becomes Ill

If your child becomes ill at the centre we would make him/her as comfortable as possible and if necessary every effort will be made to contact you. If we can't reach you we will get in touch with one of your emergency contacts.

If your child is unable to attend the nursery on a particular day we would welcome a telephone call. It is important that if he/she is unwell you keep him/her at home. This assists your child to make a quick recovery and also minimises the spread of infection.

## Information on 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, and temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of closures or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in the press and on local radio. Please also check our website and twitter.

## Complaints Procedures

All users of the centre should be confident that any complaint or concern will be treated confidential and with sensitivity. If you wish to make a complaint you may do verbally to the Head of Centre or Depute.

If you feel that the complaint was not dealt with appropriately you can contact Education Services by letter or by telephoning 01475 712815. If you wish your complaint to be dealt with by the Care Inspectorate you will find leaflets in the entrance hall which will give full details on what action you should take. Our local Care Inspectorate office can be contacted on 0141 843 6840.

## Care Inspectorate

We are inspected on a bi-annual basis by the Care Inspectorate who ensures that standards are met for all service users. The Care Inspectorate issues questionnaires to parents /carers to help them to gather views to help with their evaluation of the service. You may view our Care Inspectorate report which is placed in our front hall or by going online to : [www.scswis.com](http://www.scswis.com).



## Data Protection Act 1998

Information on pupils, 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.

## Useful Addresses

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

Director of Education : Patricia Cassidy Education Services Inverclyde Council 105 Dalrymple St Greenock . PA15IHT Tel- 712761
Councillors- Matthew Brennan Kenny Shepherd Math-Campbell Sturgess Jim Clocherty
Care Inspectorate Local Office Central West Region 4th Floor Smithhills Street Paisley, PA11EB Tel:0141 843 6840

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

Before the commencement or during the course of the year in question.

In relation to subsequent years.