

Extended Placement

Category: Early Years

Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children’s Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

Version Control:

Document Owner	Version	Date of Publication	Date of Next Review
Clark Graham	1.0	26/06/2020	26/06/2022
Clark Graham	2.0	10/10/2022	10/10/2024



Extended Places

“Evidence from both UK and international evaluations and studies of early years programmes support the fact that all children, and especially those from the least advantaged backgrounds, can benefit in terms of social, emotional and educational outcomes from attending high quality ELC provision.”

(Realising the Ambition – Being Me)

Over the last few years, Fife Council, have consistently reviewed their models of provision in Fife to allow parents to have an element of choice in the nursery sessions they choose for their child. With the introduction of 1140 hours in 2020, the nursery sessions times have increased in order meet the government’s aspirations to improve outcomes for children and to support parents with childcare. As a result, young children will be attending nursery for longer periods of time, and/or may be attending different settings over the course of a day or the week, such as private nurseries, childminders, nursery schools, nursery classes, day care centres and playgroups.

Realising the Ambition – Being Me, has set the agenda and made it very clear that although at present, where children currently receive their pre-school entitlement in a nursery providing full day care, we would not expect them to start education at the same point for 2.5 hours of a day, and then revert to care for the rest of the day. We would expect the same high-quality interactions and experiences throughout the sessions, however long, within a caring and nurturing environment. The concept of ‘early learning and childcare’ is therefore much broader and expands the idea that early learning and childcare are ‘indivisible and should be seamless’.

(Realising the Ambition – Being Me)

‘We know the early years are a crucial time in every child’s life, and evidence shows that access to high quality ELC is crucial to improving children’s outcomes. By giving Scotland’s young people the best possible start in life we can ensure they develop the skills and confidence they need to reach their full potential.

The vision of the Scottish Government is ‘for the expansion of ELC to deliver high quality, flexible ELC which is affordable and accessible for all’.

(A Blueprint for 2020: The Expansion of Early Learning & Childcare in Scotland)

Rest time

We have learned from our previous experiences of children attending nursery for full day sessions and have a realisation that some children do not wish or require time to rest or sleep during a full day session. It is essential that we meet each child’s individual needs with regards to resting and sleeping. It is also crucial to communicate with parents and carers about their child’s individual needs with regards to resting and sleeping.

We cannot expect all children to rest and/or sleep. However, rest time gives some children an opportunity to physically rest and emotionally unwind and therefore it will be necessary



to ensure that for children who require a quiet period, that there is an opportunity and place for them to do so, whenever they need.

To meet the needs of all children we should provide children and young people with opportunities to sleep or rest and have regular access to outdoor and energetic physical play. The environment where they sleep should be a place where they feel comfortable and safe. Rest or quiet areas such as library areas should support children who wish to rest. Outdoor provision should be available to children who require energetic and physical play. Settings should consider for the provision of quiet/cosy areas, particularly for children under the age of three years.

It will be important to share the child's day with parents/carers to ensure that they have a full understanding about their child's day in nursery. Where children's ELC is shared across settings, it will be important to share information about the child's day with other colleagues.

Providing the best ELC experiences has to be at the core of our practice and therefore meeting the individual needs of all of our children is central to this.

Health & Social Care Standards My Support, My life:

1.2, 1.12, 1.19, 1.25, 1.26, 1.28, 1.31, 1.32, 2.1, 2.8, 2.27, 4.11, 4.18, 5.1, 5.17, 5.20