**Binnie Street Children’s Centre**

**Handbook**

**2022 – 2023**



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**INTRODUCTION**

Welcome to Binnie St Children’s Centre.

Binnie St Children’s Centre opened in August 2012. It was created by the merger of three nurseries Gourock Pre 5 Nursery, Gamble Children’s Centre and Gourock Park Preschool.

The Children’s Centre is bright and airy and children have lots of space to learn as they play.

The nursery provides a service for children in the age range of 2-12 years. We have capacity to accommodate 124 children between each of the different rooms. We are a non-denominational service.

 The nursery address is:

26 Binnie Street

Gourock

PA19 1JS

01475 715502

Email: INBINNIEST@glowscotland.onmicrosoft.com

Nursery website: <http://binniestreet.inverclyde.sch.uk/>

At Binnie Street Children’s Centre, we provide a high standard of education and care, which we hope you will be aware of when you visit. We believe in a nurturing environment where children and adults feel safe, secure and happy. We value the children’s individuality, abilities and skills and ensure that their achievements are celebrated.

The handbook gives you information about the Centre; however please do not hesitate in contacting myself or any member of staff if you require further details.

We look forward to working with you to provide learning experiences for your children.

*Ruth Wyllie*

*Head of Centre*

**VISION, VALUES AND AIMS**

**VISION**

At Binnie Street Children’s Centre, our vision is to create a happy friendly centre with aspirations and expectations that all children will develop and learn in their own way. We value honesty, trust, success, friendship, and aim to be approachable and transparent in our role as early educators and carers of children. We have aspirations for our children and encourage them to develop in their own individual way, providing quality resources and experiences for the children who attend. We encourage staff to continue to develop their skills, support leadership for learning by coaching and mentoring and undertake lead roles to motivate, support and inspire others. Providing opportunities for staff to access training complements and enhances our nursery’s improvement priorities.

**VALUES**

At Binnie Street Children’s Centre, we value Honesty, trust, success and friendship.

**OUR AIMS**

We aim to be approachable and transparent in our role as early educators and carers of children. We have aspirations for our children and encourage them to develop in their own individual way.

We aim to provide quality resources and experiences, which support and challenge all our children

We aim to ensure that there is fairness and equity in everything that we do. We want to give all our children and families the same opportunities to grow and develop.

We aim to continue to support all staff in their professional development and provide opportunities to leading learning.

We aim to continue to engage with our local community and value the strong nurturing relationships, which we have developed over the years.

**PROMOTING POSITIVE BEHAVIOUR**

We aim to promote positive behaviour in the centre by encouraging children to respect one another, to be tolerant, to share and negotiate with others. All members of staff work with the children in a fair and consistent manner. If there is a concern regarding a child’s behaviour staff will work collaboratively with the child’s parent to support the child at this time. At Binnie Street, we use nurture restorative approach where we work together as a whole nursery with a strong focus on a solution-orientated basis.

**EQUAL OPPORTUNITIES**

**Inverclyde Council 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 that enable the achievement of success and further development of the individual’s 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 based on 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.

**THE EQUALITY STATEMENT FOR INVERCLYDE ESTABLISHMENTS**

‘Inverclyde Education Service is committed to ensuring that no children or members of staff or service user receives 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 given right, where everyone is valued and treated with respect’

**STAFF TEAM**

**Head of Centre:** Ruth Wyllie

**Depute Head of Centre:** Pauline McPhee

**Acting Senior Early Years Education and Childcare Officer:** Louise Scott

**Nursery Staff:**

Fiona Bain **EYECO** Ailsa Kyle **EYECO**

Megan Cunningham **EYECO** Hollie Pyper **EYECO**

Nicolle Cannon **EYECO** Jane Currie **EYECO**

Nicola Litterick **EYECO** Nicole Newman **EYECO**

Janice Concliffe **EYECO** Alison Clark **EYECO**

Sharlene Concliffe **EYECO** Claire Wallace **EYECO**

Laura Munn **EYECO** Kieran O’Hagan **EYECO**

Kimberley Robertson **EYECO** Derek Burns **EYECO**

Kirstin Wylie **EYECO** Emma Hodge **(**TEMP) **EYECO**

Lucy McKenna **EYECO** Sylvia Bradley **EYECO**

Danielle Sinnamon **EYECO**

**Early Years Primary Teacher: (Temp)** Claire Flynn

**Early Years Support Assistant**

Pauline Clark Sylvia Bradley Nicole Hendry (Temp)

Shannon Lyons Michelle Hay Nicole Osbourne

**Caretakers/Cleaners Clerical Assistant**

Ross Anderson Sharon Swan Alison Morrison

Kelly Brown Jacqueline Roffe

**School Holidays/In-Service Days Model 1**

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| **August 2022** |
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**Model 3**

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| **August 2021** |
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| **September 2021** |
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| **October 2021** |
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| **November 2021** |
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| **December 2021** |
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| **January 2022** |
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| **February 2022** |
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| **March 2022** |
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| **April 2022** |
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| **May 2022** |
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| **June 2022** |
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| **July 2022** |
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| **August 2022** |
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**Model 4 and Model 5**

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| **August 2021** |
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| **September 2021** |
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| **October 2021** |
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| **November 2021** |
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| **December 2021** |
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| **January 2022** |
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| **February 2022** |
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| **March 2022** |
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| **April 2022** |
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| **May 2022** |
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| **June 2022** |
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| **July 2022** |
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| **August 2022** |
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|  | IN-SERVICE DAY - CLOSED |  | HOLIDAYS - CLOSED |  | AVAILABLE SESSIONS – AM SESSIONS ONLY |  | NEW TERM – DATES/HOURS TBC |

**SESSIONS AND AGE RANGE INFORMATION**

We can accommodate 80 children per session in our 3-5 room and 15 children in our 2-3 playroom.

In Inverclyde you will be entitled to the first available Monday in the month after your child’s birthday – e.g. if your child turns three in September they will get their funded hours from the October.

Local authority establishment are offering a choice of 5 models for session 2021/22 – The models / times may vary from year to year depending on in-service days / holidays to ensure you get your full entitlement of 1140 hours. The times shown below are for the session 2021 / 22 ONLY – please note they may slightly differ year on year.

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| **Local authority providers only models available** |
| **Model 1** | **Model 2** | **Model 3** | **Model 4**  | **Model 5**  |
| **Mon – Fri** **6 hours per day** **over 38 wks** **(term time)** | **2 ½ days****Mon & Tues 8:10am - 5:45pm** **Wed 8:10 am - 13:05pm** **over 50 wks** | **2 ½ days****Wed 13:25pm – 5:45pm** **Thu & Fri 8:10am – 5:45pm** **over 50 wks** | **Mon – Fri****8:10am – 12.55pm** **over 50 wks** | **Mon - Fri****1.00pm – 5:45pm** **over 50 wks** |

Application forms must be submitted before last day in February to be presented at the Annual Admissions panel – forms received after this date will be classed as a late application and will then be presented at the post admissions panel in August:

Allocation letters are sent out twice a year depending in your child’s birth date

|  |  |  |
| --- | --- | --- |
| Birthday Month | Intake Month | Allocation email released |
| 1st March – 31st July (cannot start before 3rd birthday)  | AUGUST  | May |
| 1st August– 31st August | August/September |
| 1st September – 30th September | October |
| 1st October – 31st October | November |
|  |
| 1st November – 30th November | December  | September |
| 1st December – 31st December | January |
| 1st January – 31st January | February |
| 1st February – last day in February | March |
|  |

**SETTLING IN PERIOD**

For many children this will be their first experience of separation from you and it can be difficult time for you both. You will receive an allocation letter with a start date and time for you and your child to attend the establishment. If for any reason, this date or time does not suit please contact the nursery to rearrange. The first visit will be for one hour only and you will be required to stay with your child. During this initial hour, you will complete enrolment paperwork alongside your child’s keyworker. All subsequent visits will be discussed in collaboration with both the keyworker and the parent. The settling in process will vary from child to child depending on each child’s individual needs.

**WRAPROUND SERVICE**

Binnie Street Children’s Centre has limited places, which are available to parents who are in employment, training or education. The centre provides this service 50 weeks of the year with extended hours between 8.10am and 5.45pm. The charge for this service is £4.25 per hour which is payable directly to Inverclyde Council. Further information about this service can be obtained at the centre. Please speak to a member of SMT if you require this service.

**OUT OF SCHOOL CARE**

We have an out of school care service for children who attend Gourock Primary School and have capacity for 16 children. Staff walk and collect children from the school gym hall. This service is available from 3pm-5.45pm. Application forms for this service can be collected from the Children’s Centre.

**ADMISSIONS TO NURSERY 2-3yrs**

The provision for 2-3 year olds is primarily for children whose parents are in receipt of a qualifying benefit and children who are referred by other agencies. An admission panel is held every 6 weeks where places are allocated. The settling in procedure and wrapround service for the 2-3 year olds is the same as 3-5 year olds as detailed on the previous page. \*This may change depending on when Easter term falls.

Your 2 year old may be entitled to a funded place if you receive one or more of these benefits:

* Income support
* Income based Jobseekers Allowance income based Employment and Support Allowance
* Incapacity Benefit or Severe Disablement Allowance
* State Pension Credit
* Child Tax Credit but not Working Tax Credit
* Child Tax Credit and Working Tax Credit
* Support under part VI of the Immigration and Asylum Act 1999
* Universal Credit

Or if your child is:

* looked after
* under a kinship care order
* Living with a parent-appointed guardian.

**CURRICULUM FOR EXCELLENCE**

The Scottish Curriculum, Curriculum for Excellence is a framework to support learning and teaching for children aged 3-18 years in all educational establishments. It enables us to provide continuity, progression and depth within curricular areas.

Curriculum for Excellence has eight subject areas.

They are:

Expressive Arts Religious and Moral Education

Health & Wellbeing Sciences

Literacy & English Social Studies

Mathematics Technologies

Within these curricular areas, we use the Early Level Outcomes to plan and provide quality-learning experiences for all children. Children have the opportunity throughout each session to learn about each subject area in all areas of the playroom indoors and outdoors. The staff team work hard to create a secure environment, which promotes learning and challenge. We have aspirations for your children and we want them to learn in a happy, bright environment with opportunities for taking part in exciting experiences using stimulating resources. Allowing our children to develop skills for learning, life and work.

We have high expectations for the children who attend Binnie Street Children’s Centre and it is our aim that they become;

**Successful Learners Confident Individuals Responsible citizens Effective Contributors**

**CURRICULM FOR EXCELLENCE**

**EXPRESSIVE ARTS**

Under the title of expressive arts, children have opportunities to explore and experiment with a variety of media creating pictures and models.

We encourage children to sing, dance and take part in drama. Children also have the opportunity to explore a variety of musical instruments

“*The magic, wonder and power of the arts plays a vital role in enabling children and young people to enhance their creative talents,* *appreciation and skill that, in turn will inform their working and recreational lives” - Curriculum for Excellence*

**HEALTH & WELLBEING**

At Binnie Street Children’s Centre, we promote health and well-being through a variety of initiatives and experiences. Children take part in physical activities daily both indoors and outdoors. We provide children with a healthy snack daily with children having access to drinking water throughout their day. The children take part in the Tooth brushing Programme. The nursery provides a nurturing environment were children explore their emotional wellbeing through our Binnie Bee’s programme.

*“Good health and well-being is central to effective learning and preparation for successful independent living.”* -Curriculum for Excellence

**LITERACY & ENGLISH**

The children have a variety of different opportunities to develop their literacy skills in all areas of the nursery both indoors and outdoors. Children have a variety of tools to explore mark making and writing. They have the opportunity to develop their fine motor skills at the finger gym area. The playroom has environmental print on display throughout. In our designated book corner, children have opportunities to have stories read to them or to look at books both fiction and non-fiction. There are a variety of Puppets and props for children to explore and bring stories alive, encouraging children to participate in storytelling.

*“Literacy is fundamental to all areas of our learning as it unlocks access to a wider curriculum” - Curriculum for Excellence*

**MATHEMATICS**

Children have the opportunity to develop their numeracy skills in all areas both indoors and outdoors.

*“Learning mathematics gives pupils access to the wider curriculum and the opportunity to pursue further studies and interests” – Curriculum for Excellence*

**RELIGIOUS AND MORAL**

Binnie St Children’s Centre is a non-denominational establishment and we do not focus on any one religion but we ensure that the children develop an awareness of the religions and cultures, which are evident in our local community. We raise children’s awareness of festivals throughout the year through books, interest tables and by putting on a Nativity play. We concentrate on the promotion of fairness, equality and tolerance. We encourage children to share with one another and to be caring towards each other, adults and animals.

**SCIENCE**

Our outdoor classroom is a wonderful addition to our outdoor environment offering children the opportunity to develop their science activities outdoors. The children have access to a variety of science topic boxes to explore and experiment the world around them.

“*Through science children and young people develop their interest in and understanding of the living, material and physical world” - Curriculum for Excellence*

**SOCIAL STUDIES**

We encourage our children to take an interest and develop greater knowledge about their Community, Gourock and the wider community of Inverclyde. We invite people who work in the local community to visit and share with the children what they do. Children learn to grow plants and vegetables in our outdoor area and we develop their interest in wildlife by feeding the birds and caring for creatures living in our outdoor area. The children have the opportunity to take part in our Woodland Programme. Children visit the Darroch Park and learn about the history of the park as part of this programme.“Through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped.” Curriculum for Excellence

**TECHNOLOGY**

The children have access daily to a computer and whiteboard we also have a variety of remote control toys, microphones and lots of other technological equipment for the children to use in all areas of the nursery both inside and out of doors. CD roms are purchased for their educational content and we ensure that all children have an opportunity to use this equipment.

“*Children and young people can develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical* *designers of the future. These attributes are essential if our children and young people are to play a major part in the global economy and embrace technological developments of the 21st century.” Curriculum for Excellence*

**WOODLAND PROGRAMME**

Our woodland programme initially started with a walk to Darroch Park in the Summer Term of 2016. The conversations with the children and their interests in their local outdoor environment sparked ideas in the staff and they felt that it provided an excellent opportunity to develop the children’s knowledge of their local community and environment so they produced a programme of learning.

Government documents such as Getting it Right for Every Child, Curriculum for Excellence, My World Outdoors, Outdoor Learning and Beyond your Boundary provide guidance to allow us to develop this programme in which every child can participate. Please see links below for further information on these documents.

The story of Duncan Darroch stealing the apple immediately grabbed the children’s attention providing an opportunity for the children to learn about the past and present, on the walk to the park the children learn to use their five senses and about the importance of road safety. While in the park the children are risk assessing for themselves, developing an appreciation of nature and the outdoor environment, many of the children highlight the amount of litter on the street and in the park; this introduces the children to the topics of recycling and sustainability.

As well as our woodland walk we also have established a link with the local sheltered housing complex Riverside gardens were we have a programme of intergenerational learning.

<https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/my-world-outdoors/>

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/getting-it-right-for-every-child-girfec>

<https://www.nature.scot/beyond-your-boundary-easy-steps-learning-local-greenspace>

**ASSESSMENT, RECORDING AND REPORTING**

Assessment is integral to the daily routine of our Centre. It can occur as staff listen, watch and interact with a child or group of children.

When children start in their nursery place we ask parents to complete an “*All About Me—Information from My Home*” booklet about their child. Once we know what children have already learned before they start in nursery we can then build on this knowledge. During your child’s time at the Centre, staff will gather information about your child, through observation, play and working within groups. This information is to build an online learning journal of what your child is learning and the achievements they have made. We welcome parents input in this journal informing us about the continuing knowledge their child has gained at home.

The nursery holds three formal parent events throughout the year. They normally take place in autumn, February or March and June. The first event is to enable us to share information with parents and carers about the curriculum and how your children spend their day when at nursery. The other two events are appointment events and give parents and carers the opportunity to have a chat about their child with their child’s keyworker. At the end of each year every child that attends Binnie St Children’s Centre will receive a report about what their child has learned during that year.

**TRANSFER TO PRIMARY SCHOOL AND THE TRANSITION PROCESS**

Children usually transfer to school between the ages of 4½ and 5½ years, although this may be negotiated in exceptional circumstances. The key to effective transition is effective communication between the early year’s establishment, school and parents. The transition process will begin early in the pre-school year and continue into early primary one.

At Binnie Street Children’s Centre, we have a good relationship with the local schools and normally teachers and buddies from the schools visit to meet the children before they move on to primary school which helps to make this transition a positive experience for the children. There will be times when children require an enhanced transition to Primary School this will be discussed with parents, nursery school and any other agencies involved with supporting the child.

Staff also complete a transition report for all children going to primary school, which is transferred to the child’s school. This is shared with Parents who also receive a copy.

**PRE BIRTH TO THREE: POSITIVE OUTCOMES FOR SCOTLAND’S CHILDREN AND FAMILIES**

Within our 2-3 room we use Pre Birth to Three: Positive Outcomes for Scotland’s Children and Families and Realising the Ambition documentation to guide us when planning for children under three years old. We recognise that parents have the greatest knowledge about and influence on their child’s development. The key to getting it right for all children is to work in partnership with our parents and maintain good communication with our families in order that we can provide the best possible experience for our young children.

The four key principles of Pre Birth to Three are:

**RIGHTS OF THE CHILD RELATIONSHIPS RESPONSIVE CARE RESPECT**

Within the playroom and outdoors, the children are given opportunities to explore the natural world, develop their literacy and numeracy skills through the magic of play. They learn songs and rhymes explore sand and water and are given opportunities to be creative.

Most importantly, children are able to develop at their own pace in a fun, happy and secure environment

**SUPPORT FOR CHILDREN**

Binnie Street Children’s Centre is committed to the integration of children with Additional Support Needs in line with Education (Additional Support for Learning) (Scotland) Act 2009.

Every member of staff has a responsibility to support the learning of all children. The type of support offered will vary according to the needs of children.

(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.

**SUPPORT FOR CHILDREN con’t**

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 Tony McEwan, Head of Culture, Communities & Educational Resources 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 712850

Or write to;

Education Services

Wallace Place

GREENOCK PA15 1JB

[www.enquire.org.uk](http://www.enquire.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

**PARENTS**

In Binnie Street Children’s centre, we operate an open door policy for our parents allowing them to drop in at a time that suits we welcome suggestions and comments from parents in order that we can endeavour to provide the service that families require. This can be done through a variety of channels such as telephone call, verbal communication at drop off or where required a meeting could be arranged.

Our website and twitter page information can be found below.

Our website is <http://binniestreet.inverclyde.sch.uk/>

You can also follow us on Twitter @BinnieStCC and contact us by email, which is INBINNIEST@glowscotland.onmicrosoft.com

You may find the following links to these websites useful for further information about parental involvement:

http://www.inverclyde.gov.uk/education-and-learning/parental-involvement/

http://www.educationscotland.gov.uk/parentzone/

**CHILD PROTECTION**

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to adhere to.

Education Services work very closely with other agencies namely Police Scotland, 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 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 their 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.

**CARE INSPECTORATE**

The children’s centre is inspected regularly by the Care Inspectorate, using the Health and Social Care Standards as indicators of good practice.

Parents are consulted during the inspection and your views of the service form part of the report.

A copy of the report is in the foyer and copies of the report can also be accessed online.

<https://www.careinspectorate.com/index.php/inspection-reports>

**NURSERY CLOTHING**

Sweatshirts and polo shirts, with the nursery logo embroidered on them, can be purchased from Smiths Sportswear on West Blackhall Street, Greenock.

There are forms of dress which are unacceptable in establishments, such as items of clothing which potentially, encourage faction (such as football colours) could cause offence (such as anti-religious symbolism or political slogans)This includes clothing that could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, or clothing made from flammable material.

Inverclyde Council does not accept liability for loss or damage of any items therefore; it is advisable that personal belongings are not brought to the nursery.

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.

**We would advise parents to put their child’s name on all items of clothing as so many children wear the same nursery clothing.**

**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, 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 the closure or re -opening. We shall keep you in touch by using letters, tweets on our Twitter page, Inverclyde Council website and Twitter page, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

**FIRE EVACUATION**

In event of a fire causing the Centre to be unsafe to return to, the staff will evacuate the children to:

Gourock Primary School

 Davidson Drive

 Gourock

Parents are asked were possible to provide the Centre with names, addresses and telephone numbers of **two** contact Persons for use in case of an emergency. It is important parents can be contacted and you are asked to keep the Centre up-to-date with any changes in this information or your own address and telephone number.

**ACCIDENTS**

Although the utmost care with regard to safety is taken, accidents do occasionally happen. First Aid is administered, when needed, by any member of the staff team however there is an Appointed First Aider within the Centre. Parents will be asked to sign an accident form after every accident.

**ATTENDANCE**

All children are entitled to 1140 hours per year. We would encourage parents and carers to use the place allocated at all times. It is important that you phone the Children’s Centre on the first day of your child’s absence.

If your child becomes ill at the Centre, you will be contacted immediately. If you cannot be contacted the Centre will then contact the emergency contact number provided ON your child’s enrolment form.

**MEDICAL & HEALTH CARE**

**MEDICINE**

On enrolment, you will be asked to give information about your Child’s health. It is important that the Centre is kept informed if your child is on any medication or has any allergies. If parents wish medicine to be administered during nursery session, it must be doctor prescribed and a medical passport must be filled out. These are available from the designated first aiders, Sharlene Concliffe, Hollie Pyper and Kimberley Robertson

Medicine may only be retained in the Centre at the discretion of the Head of Centre. All relevant medical forms must be completed before any medicine will be administered.

The Centre takes part in the tooth-brushing programme child smile which was initiated by Argyll & Clyde Health Board. Your child will have the opportunity to brush his or her teeth in the Children’s Centre. NHS staff also carry out fluoride varnishing in the Children’s Centre.

If you do not wish for your child to take part in the toothbrushing programme a letter should be sent to childsmile.

Eye Screening is carried out in the Centre in your child’s pre-school year. Parental Consent Forms are required to be completed for the eye screening.

**COMPLAINTS PROCEDURE**

Any complaints regarding the Centre should be discussed with the Head of Centre. If a satisfactory solution is not reached, parent will be advised to contact Inverclyde Council Education Department and The Care Inspectorate.

**IMPORTANT ADDRESSES**

**Head of Education**: **Michael Roach**

Education Services

Inverclyde Council

Municipal Buildings, 24 Clyde Square

GREENOCK

PA15 1LY

Tel: 01475 712761

**Care Inspectorate**

Central West Region

4th Floor

1 Smithhills Street

PAISLEY

 PA1 1EB

Tel: 0141 483 4230

**Local Councillor**

Councillor Ahlfeld, Ronnie - Ward 5 : Inverclyde West

**GENERAL DATA PROTECTION REGULATIONS AND DATA PROTECTION ACT 2018**

Information on Children, parents and guardians is stored on a computer system and

may be used for teaching, registration, assessment and other administrate duties.

In processing personnel information, Inverclyde Council must comply with the **General Data Protection Regulation** **and Data Protection Act 2018.**

For further information please refer to:

***https://www.inverclyde.gov.uk/site-basics/privicay***

Or click on the following: ***Privacy page link***

