



Handbook 2022-2023



Respecting the United Nations Convention on the Rights of Our Children.

Welcome to Gibshill Children's Centre

Gibshill Children's Centre is a local authority establishment which is inspected regularly to ensure a high standard of care and education. We have been on this site in Gibshill since the 1970's. It was initially an Urban Aid Funded Project and was then taken over by Education Services. In 2000, the Centre was substantially upgraded and we now have a beautiful, bright, airy building. Recently in 2020 our outdoor area was enhanced with the addition of an outdoor classroom and outdoor toilet.

The Centre comprises of 2 large and bright playrooms; the Smillie room and the Rainbow Room. There is a very good outdoor area which gives the children opportunities for play which covers all aspects of the curriculum. All of these areas provide opportunities for our children to learn and play while having fun in a safe, secure and nurturing environment. The Children's Centre has the capacity to provide education and care for 48 children aged 3-5 and 15 children aged 2-3 at any one time. Our main feeder primary schools are King's Oak and St. John's Primary School. We participate in the Inverclyde schools work experience programme and also work in partnership with the local college and universities. The Centre has very good relationships with other local nurseries, partner agencies, the local and wider community and our cluster group. We are governed and regularly inspected by the Care Inspectorate, HMIE and Inverclyde Council.

We provide a high standard of education, care and learning through play and we are sure that you will see and feel this when you visit. We believe that positive relationships are key to ensuring the best start possible for your child in the early years. Building and maintaining these relationships with all stakeholders and fostering close links between home and nursery are essential building blocks to working in partnership. We firmly believe that the centre's commitment to building positive, loving relationships based on trust, respect and empathy enables us to support our children and families as a community and as a team.

We are committed to providing a nurturing environment where children and adults will feel safe, secure and happy. We value individuality, abilities and skills and ensure that achievements are celebrated.

This handbook gives you information about the Centre, however if there is any further information you require please do not hesitate to speak to myself or any member of staff.

We look forward to working alongside you in providing a happy, exciting and challenging experience for your child when attending our Centre.

Janine Burns
Head of Centre

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Our Vision

Our vision is to

Get it right for every child.

Involve our local community in all we do.

Build on prior knowledge and experiences.

Support and nurture individual children and their families.

Holistically develop children and families.

Include partner agencies when appropriate.

Learn and develop new skills independently and from each other.

Learn in a fun and creative way.

We believe in fostering and promoting a warm, caring ethos where fun, love and friendships are developed through strong attachments and nurture. Curiosity, creativity and inquiry are also key elements in this.

Our vision is regularly updated by our stakeholders and is at the core of our ethos, thinking and practice.

The Team

The staff who work with your children in the Centre are all trained professionals. The staff attend in-service training in order that they keep up to date with the current educational initiatives.

Head of Centre - Janine Burns

Clerical Assistant - Caroline Ballingall

Depute Head of Centre - Jenna Hemphill

Catering Assistant - Jeanette Ellis

Early Years Teacher - Jenna Lee

Janitor/ Cleaner - Teresa Murray

Day Cleaner - Marie Miller

Early Years Education and Childcare Officers

Claire Frances McGuigan.

Suzanne McAuslan.

Michelle Ross.

Samantha Abbott.

Hilary McGivern.

Angela Fowler.

Heather Smith.

Stephanie Owens.

Jennifer Fisher.

Lynne Green

Early Years Support Assistants

Angela Kimmins.

Nicola Wood

All members of the team who work directly with children are registered with Scottish Social Services Council or the General Teaching Council.

The whole team members of the Protection of Vulnerable Groups (PVG) Scheme.

Sessions

We can accommodate 48 children per session in our 3-5 room and 15 children in our 2-3 room.

From August 2020 Children aged 3-5 years and eligible 2 year olds are entitled to 1140 hours. We deliver these:

- 9am - 3pm over term time over 38 wks a year.
- Blended approach with a childminder and a nursery.
- With a funded provider (Private / voluntary / independent nursery) that meets the new national standards set by the Scottish Government.

Our main model of delivery is 9.00am to 3.00pm.

Wrapround Service

Gibshill Children's Centre has limited wrapround places which are available to parents who are in employment, training or education. 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. The Centre does not deal with the charges for this service. Parents and carers are invoiced directly by Education Services.

Admissions

For children born in March to July, their entitlement commences in the August following their third birthday. Thereafter your child will start the month after their 3rd birthday. Children are entitled to 1140 hours of nursery education (depending on circumstances & pro rata depending on their birth date).

The following table is the intake for nursery for the 2022/23:

ADMISSION TO NURSERY	
Children who are born between	Admission Date (During the month of:)
1 st March - 31 st July	August
August—February	Month after your child's 3rd birthday

If you require further information please do not hesitate to contact the Centre.

Settling In

For many children this will be their first experience of separation from you and it can be difficult for both you and them. To minimise this, we ask parents to spend time in the Centre with their child on their first day, which will be a short stay for both of you. The settling in procedure can vary from child to child depending on their individual needs. Prior to starting nursery you will have the opportunity to 'get to know us' through our:

Youtube channel - https://www.youtube.com/channel/UC5f5oTA6-mbNx_nDKRpyIpQ

Twitter - @GibshillCC

Website - <https://blogs.glowscotland.org.uk/in/gibshillchildrenscentre/>

Enrolment

We hold enrolment sessions before your child is due to start nursery. All children who are due to start in the Centre will be asked to come and visit for an informal information session and tour of the building. You will also find out who your child's keyworker is on this day. By completing a Personal Care Plan you will help us get to know your child by sharing as much information about him/ her as you can. This will help us build positive relationships and attachments which are key in ensuring that your child's time at Gibshill is as fun and enjoyable as possible!

We also believe that 'Children are not empty vessels' - they have a valuable wealth of knowledge and experience on which to construct and adapt new ideas. We should embrace and nurture curiosity, promote critical thinking and provide creative learning environments that facilitate purposeful exploration and social interaction.' Completing your child's Learning Journey will help us get to know your child and give us a great starting point in developing their skills and knowledge through play experiences which are fun and meaningful.

Holidays

First Term

Return Date for Pupils—Thursday 18 August 2022

September Weekend— Friday 23 September 2022 and Monday 26 September 2022

October Holidays

Monday 17 October 2022 to Friday 21 October 2022 (inclusive)

Schools Close- Friday 23 December 2022

Children Return -Monday 9 January 2023

Second Term

Mid-term Holiday—Monday 13 and Tuesday 14 February 2023

Return Date for Children—Thursday 16 February 2023

Schools Close—Friday 31 March 2023

Return date for children—Monday 17 April 2023

Third Term

May Day—Monday 1 May 2023. Pupils return Wednesday 3 May 2023

Schools Close- Thursday 25 May 2023

Children Return—Tuesday 30 May 2023

Schools Close—Wednesday 28 June 2023

In-Service Days

Tuesday 16th August 2022

Wednesday 17th August 2022

Monday 24th October 2022

Wednesday 15th February 2023

Tuesday 2nd May 2023

Our Play Charter

Together the children, their parents/ carers and staff discussed, agreed on and created our own Play Charter.

We are an Early Learning and Childcare Centre which promotes:

- Self-Regulation.
- Freedom of choice.
- Independence skills.
- A nurturing approach.
- Respect.
- Positive relationships where adults and children know each other really well.
- The Health, Wellbeing and Safety of ourselves and others.
- Opportunities to extend learning and development.
- Adult's use of professional judgement to support learning and development of all children.
- Use of open ended resources.
- Real life/ First hand experiences.
- Adult's use of skilled observational, assessment and questioning techniques.
- A challenging learning environment (indoors and outdoors) which encourages curiosity, creativity and inquiry.

Please let us know if there is anything you think we should add to our Play Charter. This is reviewed throughout the year.

Learning Through Play in Gibshill

It is important we provide and promote a learning environment that is fun and stimulating while also providing safety and security for our youngest children. The staff team have a sound knowledge of child development and understand that all children are individuals that will meet milestones at their own pace (Bruce). From the outset building positive relationships and developing strong links between nursery and home are crucial. This begins during the very first interactions between Gibshill staff, the child and you whether it be through a phone call, visit or email and continues through the Settling In process. We try our very best to build strong attachments and a nurturing ethos which are *'associated with positive outcomes including self esteem, confidence, emotional regulation, resilience and more harmonious relationships in childhood and early adulthood.'* (Sroufe 2006; Prior and Glaser, 2006).

Routines and consistency are also key. When a child knows what is going to happen and who is going to be there, it allows them to think and feel more independently, and feel more safe and secure. These should be flexible too (Myers 2011).

Schematic Play is really a fancy word for the urges that children have to do things like climb, throw things and hide in small places. They appear through play; perhaps it is the way they choose to do things, or what they desperately need to do out of the blue! There are lots of different schemas and they can come one at a time, in bunches, some are super strong and last for ages... each child is different. They are the building blocks for the brain, repeated behaviour that in turn forge connections in the brain, patterns of unfolding, learning and growth. The urge to throw, drop and other actions that are all part of the Trajectory schema. Transporting can be the urge to carry many things on your hands at one time, in jars, in buckets and baskets, or even better containers with wheels.

We value high quality outdoor play experiences which have a direct and positive impact on children's physical, cognitive, social, mental health and emotional development. Outdoor play also has a positive impact on children's movement and coordination development and the development of fine motor and concentration skills. Regular contact with nature can engender an appreciation and respect for biodiversity. It can also connect them to their local community and sense of place, helping them to develop as responsible citizens committed to sustainability (Realising the Ambition, 2020).

We offer an individualised and responsive curriculum. Building positive relationships help us to get to know our children very well and take interests and learning forward both in nursery and at home.

From birth all children have opportunities to access Bookbug sessions. We offer similar sessions at nursery and promote skills and knowledge in literacy, numeracy and health and wellbeing through songs, stories and repetition.

You can find out more information about the Realising the Ambition: Being Me and access the document at:

<https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

Our Curriculum

'...play at this time is not trivial, it is highly serious and of deep significance'
(Froebel, 1826)

Play is an intrinsic part of human nature and development. For babies and children, the essential role of play is well documented. Through play a child develops their cognitive, social, emotional and physical capacities. (Realising the Ambition, 2020)

Smillie Room 2 - 3 years:

This well-planned and sensitively thought-out environment encourages children to explore and investigate at their own individual pace. Staff observe and thereafter plan according to the individual child's stage of development. The national guidance, Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families, Realising the Ambition—National Practice Guidance and the Getting it Right for Every Child (GIRFEC) approach supports and informs our staff in the delivery of the curriculum.

The experiences the children will be involved in are wide and varied and will include:- stories, singing, role play, turn taking, sharing, self-help and independence skills, messy play, sand/ water play, loose parts, block play, indoor/ outdoor large physical play, fine manipulative play, sensory play etc.

The Rainbow Room 3 - 5 years:

In this playroom the values, principles and purposes of 'Curriculum for Excellence' influence our planning for children's learning. Children's learning is planned across eight areas: Expressive Arts, Religious and Moral Education, Health and Wellbeing, Science, Literacy and English, Social Studies, Numeracy and Mathematics, Technologies.

Listed below are some useful websites that you may wish to visit:

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>

<https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

Transitions

As we know, transitions and changes are part of everyone's life. The vast majority of children and young people look forward to moving on however in these unfamiliar times transitions could be more challenging. A consistent approach across Inverclyde ensures that our children and young people are as prepared as possible and that parents feel confident about their child's next step in education. The most important part of successful transitions are the relationships between nursery, school and home and establishments are forever improving approaches to building these relationships however there are certain aspects that must be considered alongside these.

Starting Nursery, Moving Rooms, Moving Nursery

As we have said previously for many children this will be their first experience of separation from you and it can be difficult for both you and them. To minimise this, we ask parents to spend time in the Centre with their child on their first day, which will be a short stay for both of you. The settling in procedure can vary from child to child depending on their individual needs.

When the time comes to move rooms within the nursery your child's keyworker will discuss this with you in advance. A new keyworker will be allocated and we will begin the transition process by introducing your child to the new keyworker, their new room and their new friends with visits and stories. Staff from both rooms will meet to share information and complete a transition checklist.

If you decide to move your child to another nursery then we will also work in partnership with them and you to ensure this is as smooth as possible.

Moving onto School

At Gibshill Children's Centre we have good links with local Primary Schools. We are part of a cluster of educational establishments - St. Stephens, St. Michaels, St. John's, St. Francis and Rainbow Family Centre. The purpose of this group is to meet bi-monthly to discuss cluster events, transitions, learning and teaching among other topics. We promote smooth transitions to school by:

- Sharing information formally with school through the Transfer of Information Report.
- 'Buddy up' our children with Primary 6 children.
- Teachers and pupils visiting the centre for special events.
- Visits to primary schools for events and tours.
- Meeting with teachers to discuss children's progress.
- Participating in the local authority transition project which for the past 2 years has been 'Shark in the Park.'

Please see Inverclyde Council Website for your designated schools contact information.

Bookbug and Scottish Book Trust

All of our children take part in Bookbug sessions. These sessions help us to share stories, songs and rhymes with our children and has many benefits including supporting children's language, learning and social skills. We participate in the Bookbug Gifting Scheme where all ante-pre school children receive a Bookbug Explorer Bag. The bag includes books and materials to encourage parents and carers to talk, cuddle, sing and share stories and rhymes with their children from birth.

Please remember:

- It's never too early or too late to start sharing books with your child
- Songs and rhymes lay the building blocks of learning to read by helping children develop an awareness of different sounds and how these work together
- Have fun using the pencils and pad in your bag. Drawing will help to develop your child's writing skills
- Talk about the pictures if you don't feel confident reading
- Spending just a few minutes every day sharing stories, songs and rhymes can be a relaxing and enjoyable experience for you and your child. Sharing books is a great way to support your child's speech and language, it encourages creativity and gets them ready for reading. You can find out more about Bookbug by visiting <https://www.scottishbooktrust.com/>

Scottish Book Trust continue to provide gift bags to children in early primary. The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents. Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>)

offers a range of hints, tips and advice to help parents engage in their child's learning. The First Minister's Reading Challenge is an inclusive, exciting programme for all children - fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development. The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here:

<https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

Key Achievements of the Centre August 2020 to June 2021

- We welcomed lots of new children and their families to the centre and built up strong, positive relationships.
- Staff took part in a range of CPD opportunities including Froebel in Childhood Practice, Word Aware. These CPD opportunities were then shared with colleagues and informed our practice.
- We held a Clean-up Week where staff and children worked together to clean up the community.
- Staff and children participated in Health and Wellbeing Day/Week where we encouraged children to be involved in exercise programmes both at home and nursery.
- Collaborative working with cluster group and other feeder schools took place to develop smooth transitions to school for preschool children. All preschool children participated in a very successful transition project using Shark & the Park.
- The centre and our Eco - Committee successfully implemented our Eco Action Plan. We encouraged parents/carers to provide low waste packaging for packed lunches.
- We successfully managed three separate bubbles and continued with free flow outdoor play in one of the areas. All children had the opportunity for outdoor play every day.
- We were successful in 3 grants we applied for. One grant enabled us to purchase good, quality outdoor clothing. Another smaller grant will be used to grow and harvest fruit and vegetables in our outdoor area and the third grant will be used to enhance our outdoor space.
- Families responded well to our Home Learning offer during January and February.

Meeting and Supporting the Needs of our Children

Through careful observation the key worker may identify children with an additional support need or perhaps requiring support with the challenges of attending the Children's Centre. The Getting It Right For Every Child (GIRFEC) approach has been national policy in Scotland since 2010. Inverclyde Council have developed the Girfec pathway to support these children. Any child may need extra support in his/her learning at some point. This may be a short-term need (for example if the child has experienced bereavement) or the child may have long-term learning difficulties.

Initially strategies may be put in place to support children's learning; these would be discussed with the parent. Further advice may be obtained through Educational Psychologists, Speech and Language Therapists, etc if necessary.

Every team member has a responsibility to support the learning of all children. The type of support offered will vary according to the needs of 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. Requirements can be met through:

- Girfec Pathway Child's Plans (where appropriate)
- observing Local Authority and National policies and procedures, including Child Protection
- attending case conferences and reviews
- maintaining good communication with parents and other agencies involved
- using appropriate learning and teaching strategies to support children
- liaising with partner agencies
- supporting at the transfer stage

You may find our definitions of the GIRFEC Pathways for Gibshill useful:

Universal - Services available to all children where establishment staff meet the wellbeing needs of children through the normal day to day running of the nursery. - SALT Groups, Nurture Groups, targeted support.

Enhanced Universal - Following assessment, children need something from, or significantly more of, what is normally provided within the Universal Service.

- In partnership with parents/ carers we assess the child and identify areas for development. Termly meetings to review and discuss progress.

Collaborative - When a child is assessed with needs that cannot be met by the Single Agency Led Plan alone and a more co-ordinated inter agency approach is required. - Other agencies brought onboard to support child, family and nursery to meet goals. Termly meetings to review and discuss progress.

Enhanced Collaborative - When complex needs are identified and inter-agency and/ or enhanced support is required.

If you have a concern about your child please speak with your child's keyworker or the Head of Centre
Partner agencies may be asked to offer support where necessary.

For more information about the Additional Support for Learning Act and how it affects you please go to:

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

www.inverclyde.gov.uk

www.enquire.org.uk

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

[Www.sclc.org.uk/](http://www.sclc.org.uk/)

How we Get it Right for Every Child (GIRFEC) at Gibshill

At Gibshill Children's Centre we use 'GIRFEC' to support your child's learning and development. Everything we do is about getting it right for your child and you! The wellbeing of children and young people is the heart of 'Getting it Right for Every Child.' This approach highlights eight areas of wellbeing in which children and young people need to progress to do well now and in the future. These eight indicators are at the heart of Gibshill Children's Centre and everything we do.

The eight indicators of wellbeing are:



The whole team have a responsibility and a duty of care to ensure our children are safe and their health and wellbeing is our main priority. We work with a range of agencies to ensure this. This could be a Health Visitor, Social Work, Barnardos etc.

An Information leaflet about GIRFEC is available in the Centre.

Equal Opportunities

Inverclyde 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 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.

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 favorable 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.'

Child Protection

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.

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. The Child protection Officer for the centre is Janine Burns.

General Data Protection Regulations and Data Protection Act 2018

Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal 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/privacy>.

Health and Safety

Promoting and maintaining the physical, mental and emotional Health and Wellbeing of all children and adults is at the forefront of everything we do in Gibshill. The building, learning environment and resources are risk assessed and the team are constantly risk assessing both formally and dynamically and involve the children in this when appropriate.

Emergency Situations

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 failures or difficulties of fuel supply.

Fire Evacuation

In event of a fire causing the Centre to be unsafe to return to, the staff will evacuate the children to Inverclyde Centre for Independent Living, 10-16 Gibshill Rd, Greenock, PA15 2UT or St. Johns Primary School, Mary Street, Port Glasgow, PA14 5AL

Emergency Contacts

Parents are asked where possible to provide the Centre with names, addresses and telephone numbers of at least two contact person's 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 you own address and telephone number.

Accidents and Incidents

Although the utmost care with regard to safety is taken, accidents and incidents do occasionally happen. First Aid is administered, when needed, by any member of the staff team. We must keep a record of these and you will be asked to read and sign any accident or incidents involving your child.

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 before 10am on the first day of your child's absence. There is a leaflet regarding absence of children which explain this procedure and also one about common children infections. Please note: A lengthy unexplained absence may result in your child's place being withdrawn.

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 number provided on your child's enrolment form.

Medication/ Allergies/ Dietary Requirements

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 allergies or dietary requirements. Please speak to the Head or Depute Head of Centre if you require further information. Medicine may only be retained in the Centre at the discretion of the Head of Centre. All medication, allergies and dietary requirements will be reviewed on a monthly basis.

Medical and Health Care

The Centre takes part in the tooth-brushing programme which was initiated by Argyll & Clyde Health Board. Your child will have the opportunity to brush his or her teeth daily. NHS staff also carry out fluoride varnishing in the Children's Centre. Eye Screening is carried out in the Centre in your child's pre-school year. Parental Consent forms are required to be completed for eye screening.

No Smoking Policy

Inverclyde Council operates a no smoking policy in all establishments in line with the 'Smoking Law 2006' therefore smoking is not permitted in any area of the Centre.

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

Parking is available on the road side across from the nursery. Please consider local residents, members of the community and other drivers when arriving at and leaving the centre. The car park is for staff cars only. This is also our emergency exit if the building needs to be evacuated.

Suitable Clothing

We would ask parents dress children in clothes suitable for all aspects of play, outdoor and indoor.

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

- i. Potentially, encourage faction (such as football colours)
- ii. Could cause offence (such as anti-religious symbolism or political slogans)
- iii. 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 classes
- iv. Could cause damage to flooring
- v. Carry advertising, particularly for alcohol or tobacco and
- vi. Could be used to inflict damage on other pupils or be used 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.

Nursery T-Shirts, Polo shirts and Sweatshirts

Polo shirts, sweatshirt etc. are available to order with the Centre's logo embroidered on them. Local companies can supply this clothing and you can also take your own clothing to these companies for them to be embroidered with the nursery logo. Please note that these are not compulsory.

More information can be found in our reception area.

Partnerships with Parents

Parents are key educators in children's learning, know them best. It is important for the nursery to build positive strong relationships to ensure the best early years' experience for the children.

We promote productive partnerships with parents through our children's learning including Lending Library, Wall displays, Bookbug, Learning Journals (2 way), emails, twitter, newsletters, progress evenings. We also have a number of initiatives to involve parents and families in life of the centre such as Parents Groups, Eco Groups, Craft Days, Special Events, Open Door Policy, fundraising.

We are also always looking for parents/ carers to come in and share their skills with the children and staff. In the past we have had bakers, joiners, gardeners, pets being brought in among many others.

We operate an open door policy within Gibshill Children's Centre. Parents and carers are always welcome to come and discuss any issues or concerns they may have with Head of Centre and staff within the Centre. Information will be passed on to you about your child regularly by your child's key worker or another member of the staff team. It's really important that we keep open lines of communication. If there are any changes at home at all - address, phone number, family circumstances please let us know.

We have an Information Board which is updated regularly, information is also available on our website/twitter and we have a monthly Newsletter. We have regular keyworker meetings to discuss your child's progress. A settling in meeting will be arranged approx. 4 weeks after your child has started nursery. You will then be invited to meet with your child's keyworker another 2-3 times throughout the nursery year. We provide information on 'Skills for School' during November.

Our parent's night in June is an appointment event where you will receive a short report about how your child is progressing. Parents of children who are in their pre-school year will be given the Transfer of Information which is passed on to their child's Primary 1 teacher and will also take home your child's profile to keep as a record of your child's learning while attending Gibshill Children's Centre.

Your involvement within the Centre is welcomed; however we do understand that for many parents, due to work commitments, they cannot participate. We look for volunteers to be part of the Parents Committee, Eco Committee, help with the lending library and help in the garden and many others. Please let us know if you are willing to help in any way.

Links between Nursery and Home

The link between home and nursery is very important to us. We promote this with a number of initiatives to encourage the link between home and school learning. We have lending library bags, home learning tasks.

Parents Council

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 centre. 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 nursery.
- Encouraged to express their views on education generally.

Gibshill Children's Centre established a Parents Council in 2012. Parents can volunteer to be part of the council and information about the members is displayed on the parent council information wall in the hallway. Parents are involved with making decisions about the running of the Centre. The parent's council meets once a term. If you would like to be involved please speak to a member of the team.

Gibshill and our Local and Wider Community

We take great pride in and value our local and the wider community. At Gibshill we believe that encouraging our children and their families to become active members of the community will have a positive long term impact as we are instilling inclusivity, a sense of pride, respect and care in our community. We use our local and wider community as much as we can by going on walks, visiting local parks, litter picking, utilising local green spaces for play etc. We are also committed to supporting local organisations and businesses including Gibshill Community Centre whom with we have a fantastic relationship. We also work alongside and support Belville Community Gardens, Parklea Branching Out, Inverclyde Shed and Barnardos among many others. It is important to share and showcase the good work we do with our partners through Twitter, YouTube, Nursery Website and the local media. If you have any ideas or suggestions on how we can develop our links with the local and wider community then please get in touch!

Complaints Procedure

If you are ever unsure of anything to do with the centre please speak to a member of staff. Someone will always be available for a chat. Any complaints regarding the Centre should be discussed with the Head of Centre. All information regarding complaints is available in the foyer of the Centre. In the unfortunate circumstances that an issue cannot be resolved we can refer you to Inverclyde Council Education Department and The Care Inspectorate:

Director of Education Education Services Inverclyde Council Clyde Square Greenock PA15 1LY 01475 717171	Care Inspectorate Local Office Central West Region 4 th Floor 1 Smithhills St Paisley PA1 1EB Tele: 0141 843 4230
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You may wish to be aware of the following, addresses and telephone numbers:

Education Services Inverclyde Council Municipal Buildings Clyde Square Greenock PA15 1LY Tel:- 01475 717171	<u>Local Councillor</u> Ward 2 - Inverclyde East Central Jim MacLeod SNP Carron Bungalow Fyfe Park Road Port Glasgow Tel: 07747 765839 01475 712305 Email: Jim.macleod@inverclyde.gov.uk	<u>Local Councillor</u> Drew McKenzie Independent 28 Princes Street Port Glasgow 01475 712305 Email: Drew.mckenzie@inverclyde.gov.uk	<u>Local Councillor</u> Robert Moran Scottish Labour Party 22 Wellpark Court Roxburgh Street Greenock Tel: 07795 641802 01475 712305 Email: Robert.moran@inverclyde.gov.uk
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Frequently Asked Questions at Gibshill Children's Centre

We have compiled this list of questions that we are often asked by parents/ carers and other family members. We hope that this is helpful during your child's time at Gibshill Children's Centre.

My child is not used to mixing and playing with others. How will nursery encourage this?

At Gibshill we know that every child grows and develops at their own pace. We appreciate that some skills such as turn taking and sharing can be difficult for some children. Our highly skilled team are committed to nurturing and supporting each child to learn and develop these skills. We also know that there are times when children can find it hard to express or manage their emotions and feelings becoming frustrated which leads to them expressing themselves in other ways such as being 'handy,' hitting, throwing, being destructive, biting/ scratching etc. The nursery has policies and procedures in place to monitor and record these incidents and we will work in partnership to keep you informed if required. There may be occasions where a member of the team will speak to you face to face, through a phone call or you may have to read and sign an accident or incident report. It is important to remember that almost all children will go through this at some point in their lives and although it is a part of child development there are times when we may need to chat about this. Should this happen then the adult who observes this behaviour will approach the child in a sensitive manner and talk the child through what has happened encouraging reflection on their actions and feelings and how this makes others feel. The adult will also positively role model play experiences and situations to support your child. Strong relationships, knowing the child and an understanding of child development are key to supporting any child who is going through these experiences.

My child likes to take a comforter into nursery. Is this ok?

In the current pandemic we encourage children not to bring comforters or toys into nursery for infection control purposes. However we also understand that some children may need this and are happy to discuss this with parents/ carers on an individual basis.

My child is not doing the same as other children is this unusual?

As previously mentioned at Gibshill we know that every child grows and develops at their own pace and we are committed to nurturing and supporting each individual child in partnership with you. We know it can be hard but we always try and encourage parents/ carers not to compare their child to others. It is important to remember that we all get there in our own time however if there are any concerns we can discuss these and there have been occasions where we have contacted other agencies for support such as Health Visitor, Speech and Language Therapy, Social Work etc.

Should my child be toilet trained before starting nursery?

Promoting independence and self-help skills is an important part of our ethos. When doing this we understand that every child is an individual. If your child is not yet toilet trained or is in the process of toilet training we will work with you to help your child make the next step. There are times when your child's keyworker may make an observation and suggest starting toilet training or changing our approach to this.

Will my child have opportunities to play outside every day?

Pre covid all children had the opportunity to play outdoors every day in all weathers. This is a bit more challenging with the current restrictions however we do strive to provide daily outdoor play experiences for most of our children if they choose.

What kind of food will my child have at nursery?

At Gibshill we are committed to promoting the Health and Wellbeing of all of our children. For snacks your child will have toast and fruit on a daily basis. We follow the lunch menu from Inverclyde Primary Schools. If your child brings in a packed lunch we ask that you consider the amount of sugary snacks that you provide. If your child has any allergies or dietary requirements please speak to Janine or Jenna. There are processes in place to support children affected by this.

What if my child requires medication in the nursery?

If required the nursery can administer medication to children. This is done on an individual basis and only if it is absolutely necessary for the health and wellbeing of your child. If you feel this is the case then please speak to Janine or Jenna and we can discuss how we will move forward. We follow strict guidance on this from the Care Inspectorate and paperwork must be completed by parent/carer before any medication can be stored in the nursery.

My child likes to drink a lot at nursery. Will he/ she have access to a drink at any time?

The nursery provides milk and water to all children and they have access to these throughout the day. We ask you not to send in any other drinks for snacks, lunches etc however if your child has any allergies or dietary requirements please speak to Janine or Jenna.

Does the nursery celebrate children's birthdays?

When your child's special day comes around we will celebrate this by singing Happy Birthday. They will also receive a card and a book from their friends. Unfortunately we cannot accept birthday cakes, balloons, banners etc.

If my child is to be absent from nursery what should I do?

Please follow the 'Absent from Nursery and Preventing the Spread of Infection' Guidance and contact the nursery if your child is unwell. If you are unsure at all please contact the nursery on 01475 715707.

How do I keep in contact with the nursery?

Open communication is a huge part of our ethos. Unfortunately due to the current pandemic we cannot welcome parents/ carers into the centre as we normally would. We do use phone calls, emails, Twitter and the Learning Journals. As well as these we do try to have chats with parents/ carers when dropping off/ collecting children although we do appreciate that this can be challenging if it is busy outside the centre. We do have a space within the centre where socially distanced chats can take place if this is required.

If I need to pass on information or have any questions/ queries who would I speak to?

All members of the team are happy to listen and help however if this is specific to your child you may be better speaking to your child's keyworker. Janine and Jenna are also available. Everyone will try their very best to make themselves available however there will be times when this may not happen straight away as the nursery is a very busy place. We do appreciate your understanding in this.

Funds and Fundraising

Parents are requested to make a contribution to the Centre of £1.00 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. We also hold 2 fundraisers throughout the year and all monies raised go towards events and activities for the children.



Thank you for reading our Handbook. We hope you have found this information helpful. If you have any questions or need anything else please contact us at:

Gibshill Children's Centre
2 Smillie Street
Greenock
PA15 2NH

Telephone: 01475 715707

Email: INGibshill@glowscotland.onmicrosoft.com

Website: <http://gibshillfamily.inverclyde.sch.uk/>

Twitter: @GibshillCC

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

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