



Larkfield Early Learning  
Centre  
Nursery Handbook  
2025

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Dear Parents & Care takers,

Welcome to Larkfield Early Learning Centre. I hope you will find the Centre's handbook informative and helpful. This will give you all the information you will need to know about us as you settle into the Centre.

We want you to feel welcome and hope you find the Centre a safe and happy place to be, where everyone is valued, respected and included. At Larkfield we embrace our community and value the massive part we play in the community so please, come in and get to know us. We work hard to promote effective partnership with parents and want you to be involved in your child's learning and progression through nursery.

The children are encouraged to develop a positive attitude to learning, make choices, and gain the confidence to tackle challenges. But most of all, children are encouraged to have fun while they play and learn.

We look forward to getting to know you and your child, and hope you enjoy your experience at Larkfield Early Learning Centre. If you have any questions about the nursery or if you have any concerns or questions regarding your child's learning, development or progress, please do not hesitate to speak to the Senior Leadership Team, or any member of the staff team. We are more than happy to discuss any concerns or issues or if hear any information you feel is relevant to pass on. Please contact the nursery on 01475 715759.

### General Information

Larkfield Early Learning Centre  
Stafford Road  
Greenock  
PA16 0TE  
Tel: 01475 715759

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

Email: [office@larkfield.inverclyde.sch.uk](mailto:office@larkfield.inverclyde.sch.uk)

Twitter feed: @LarkfieldELC

## ***Our Vision, Aims and Values***

### **Our Vision for Larkfield Early Learning Centre**

#### **Vision**

To be the heartbeat of the Larkfield community - a place where every child feels safe, nurtured, and inspired to love learning.

#### **Our Values**

- **Nurture** - Supporting each child with love and care.
- **Wellbeing** - Promoting mental, physical, and emotional health.
- **Creativity** - Encouraging imagination and curiosity.
- **Inclusion** - Embracing and celebrating diversity.
- **Community** - Working in partnership with families and the local area.
- **Teamwork** - Collaborating with each other to achieve shared goals.
- **Enthusiasm** - Approaching learning and life with energy and positivity.

#### **Our Aims**

- To provide a safe, nurturing and fun environment where children feel confident and secure.
- To build strong, respectful relationships with families and the community.
- To foster a love of learning that sparks creativity, independence and resilience.
- To embed wellbeing, inclusion and children's rights in all that we do.
- To be a place that reflects the heart of the community, where all voices are valued.

## About our Centre

Larkfield Early Learning Centre is a non-denominational centre and provides care and education for children from birth until they start primary school. The Centre offers a service for children aged 0-5 in our 4 playrooms. The 0-2 room caters for a maximum of 6 children at any one time, the 2-3 room caters for a maximum of 30 children and the 3-5 room caters for a maximum of 64 children. In line with the Care Inspectorate guidelines, we must adhere to the following staff/child ratios:

0-2 room - 1 staff : 3 children

2-3 room - 1 staff : 5 children

3-5 room - 1 staff : 8 children

The Centre is opened Monday to Friday, 50 weeks in the year, 8:05a.m - 5:45p.m Lunch is provided with all 5 models of service.

<u>Model 1</u>	<u>Model 2</u>	<u>Model 3</u>	<u>Model 4</u>	<u>Model 5</u>
5 days	2 $\frac{1}{2}$ days	2 $\frac{1}{2}$ days	5 days	5 days
Monday to Friday	Mon - 8:05am to 5:45pm	Wed - 1:00pm to 5:45pm	Monday to Friday	Monday to Friday
Typically between 9-3.	Tues - 8:05am to 5:45pm	Thu - 8:05am to 5:45pm	8:05am to 12:55pm	1:00pm to 5:45pm
Term Time	Wed - 8:05am to 12:55pm	Fri - 8:05am to 5:45pm		
	50 weeks per year	50 weeks per year	50 weeks per year	50 weeks per year

## Chargeable Childcare

Chargeable Childcare is a service where you can apply for payable private childcare. This service is applicable to all rooms and you can apply at any time, granted the service has a space. You can also apply for additional chargeable hours on top of your child's entitlement of ELC.

If we do not have a space, you will be added to our interest list and contacted if space becomes available. If and when you are granted a place, you must re-apply each academic year. If your child has a place within the 0-2 room, they are not automatically granted this space in the 2-3 room when they turn two. You will have to reapply.

For children who do not join the 3-5 room until the term after their birthday, there is now the option to pay privately for your child's allocated space from the day they turn 3. For example, if your child has been allocated a model space and is 3 on September 1<sup>st</sup> - therefore not due to begin nursery until January - you can pay for your child to attend nursery in their allocated space from September 1<sup>st</sup> until they begin their entitled space in January.

## **Meet the Staff Team**

The staff in the Centre who work with the children are all highly qualified professionals who have their PVG and are registered with the Scottish Social Services Council.

**Head of Centre** - Pauline McPhee

**Depute Head of Centre** - Angela Henderson

**Senior Early Years Education & Childcare Officer** - Charley Mackenzie

**Early Years Education & Childcare Officers -**

Alison Gardner

Alison Carson

Amanda McKenna

Ann (Elizabeth) Gibbons

Charlene Munro

Christine Allan

Christine Gordon

Clare McNelis

Danielle Cooke

Gemma Munro (maternity cover)

Hannah Hutchinson

Jenna Dooley

Joan McLeod

Joyce Lang

Karen Thomson

Kim Milloy

Kirsty Higgins

Laura Carmichael (maternity cover)

Lynsey McAulay

Mags Lang

Michelle Hay

Mary Gallacher

Michelle Small

Muriel McKenzie

Olivia Stewart

Rachel McLaren

Shannon Brown

Senga Knox

**Excellence and Equity Lead** - Emma Henderson & Demi-Lee Sorely

**Early Years Support Assistants**

Sophie McGarva

Kyle Watters

Pamela McGeown

Ashleigh McMillian

Catherine McIntyre

**Clerical Assistant** - Nichole Lynch

**Caretaker & Janitorial** - Jean Wyatt

**Catering Staff** - Margaret McVey

**Catering Staff** - Arturas Jankauskas



## School Dates and Calendar

### Inverclyde Council ~ Education Services

#### 2025-2026 School Calendar

August 2025							September 2025							October 2025						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
November 2025							December 2025							January 2026						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				
February 2026							March 2026							April 2026						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
							29	30	31					26	27	28	29	30		
May 2026							June 2026							July 2026						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				



School Closed/ Holidays



Teacher in-Service Day (no school for students)



School Open

In-service days – 5  
Teacher days – 195  
Pupil days – 190

## Closure Dates

Friday 15<sup>th</sup> August - Monday 18<sup>th</sup> August - **Nursery closed for all children**, in-service days for staff  
 Friday 26<sup>th</sup> September - Monday 29<sup>th</sup> September - **Nursery closed to Model 1 children.**  
 Monday 13<sup>th</sup> October - Friday 17 October - **Nursery closed to Model 1 children.**  
 Monday 20<sup>th</sup> October - **Nursery closed for all children**, in-service day for staff  
 Monday 22<sup>nd</sup> December - Friday 2<sup>nd</sup> January - **Nursery closed to all children.**  
 Monday 16<sup>th</sup> February - Tuesday 17<sup>th</sup> February - **Nursery closed to Model 1 children.**  
 Wednesday 18<sup>th</sup> February - **Nursery closed for all children**, in-service day for staff  
 Friday 3<sup>rd</sup> April - Monday 6<sup>th</sup> April - **Nursery closed for all children**  
 Tuesday 7<sup>th</sup> April - Friday 17<sup>th</sup> April - **Nursery closed to Model 1 children**  
 Monday 4<sup>th</sup> May - **Nursery closed for all children**  
 Tuesday 5<sup>th</sup> May - **Nursery closed for all children**, in-service day for staff  
 Friday 22<sup>nd</sup> May - Monday 25<sup>th</sup> May - **Nursery closed to Model 1 children**  
 Wednesday 1<sup>st</sup> July - Start of the summer holidays. **Nursery closed to all Model 1 children**

## Admissions Policy

Inverclyde Council is committed to the delivery of flexible, high quality, early learning and childcare. The Admissions Policy ensures that places are allocated fairly and transparently. Children are entitled at the moment to 1140 hours of nursery education which is pro-rated depending on their birth date and start date.

Below is Inverclyde Council's admission timeline.

Children are allocated a place the term after their 3<sup>rd</sup> birthday.

ADMISSIONS TIMELINE FOR ENTITLED 3 – 5 YEAR ELC PLACES START OF TERM AUGUST 2025 – END OF TERM AUGUST 2026 (This applies to all Local Authority establishments / Childminders / Private, Voluntary & Independent Nurseries and must be followed)	
INTAKE AND ALLOCATION OF ELC PLACES RELEASE DATES ALLOCATION LETTERS SHOULD BE SENT BY EMAIL - ONLY WHEN THE EMAIL IS NOT AVAILABLE SHOULD THIS BE SENT BY POST)	
BIRTHDAY MONTH	INTAKE - TERM AFTER (First available Monday in the month of)
1 March – 31 August	AUGUST
1 September – 30 September	
1 October – 31 October	
1 November – 30 November	
1 December – 31 December	
1 January – 31 January	JANUARY
1 February – last day in February	
	APRIL (AFTER EASTER SCHOOL HOLIDAYS)

### Applying for a place

Once an Early Years application form has been completed and handed in to your first choice establishment, your child's name may be placed on our NAMS system at the age of 2 years. You must provide your child's birth certificate and proof of address when applying for a place. The information contained in the applications is collated centrally at Education HQ and places are allocated fairly. Please note that the length of time a child's name has been on the system will not affect the child's priority for admission. If circumstances change which affect the application (e.g. change of address), you should speak to a member of the Senior Leadership Team promptly.

### Enrolment Procedures

If your child's application is successful, you will be notified by letter via email. Once you have accepted the place, you will be given a date for you and your child to come for a visit. This is an opportunity for your child to see around the nursery, meet some staff, fill out appropriate forms and complete an 'All About Me Booklet'.

### Settling in

The staff are aware that this may be your child's first experience of separation from you and this can be difficult for you and your child. To help make this a little easier, we arrange an enrolment day where you and your wee yin can come have a play in the nursery while we learn all about you. We ask parents to support us and your child throughout their settling in by making themselves available to stay within the nursery (on the first day) and throughout the remainder of their settling in, have someone close by that can come support your child. This does not always need to be a parent or care taker, however, there must be another adult such as an aunt, uncle, grandparent or close friend who will help to settle your child in.



All children settle in at their own pace so don't worry if it takes a while for your child to settle. Once your child is happy, you can leave knowing that your child is in safe hands. Staff will meet with parents/carers for a settling in meeting 28 days after child's enrolment.

## Key Worker System

When your child starts nursery, they will be allocated a group and a key worker. The key worker approach is an effective way of enabling children to develop a strong relationship with a significant adult in the centre. It also enables each child to feel secure and cared for, helping them to become familiar with the nursery environment and develop confidence and a feeling of security within it. It also allows staff the opportunity to observe children every day during planned experiences and free flow play.

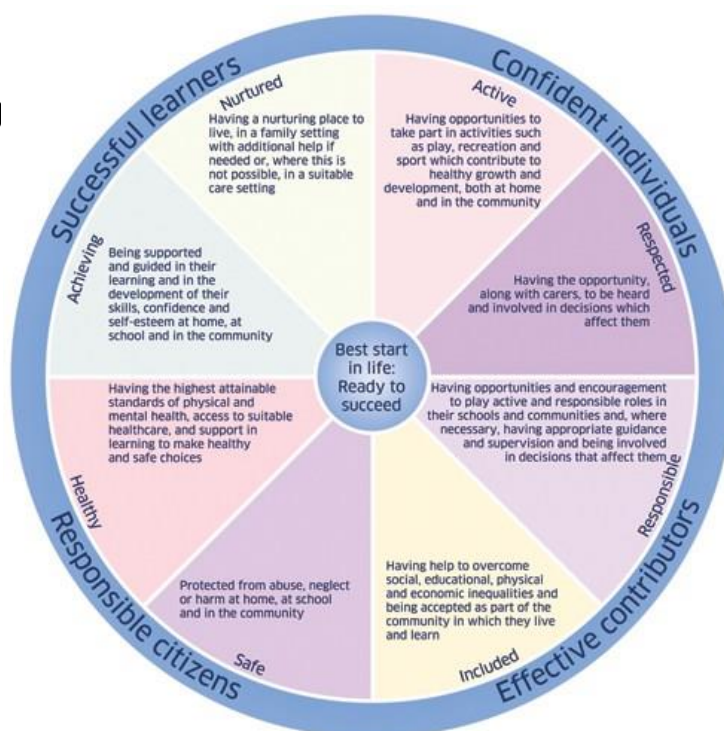
Although your child's key worker is your first point of contact, any information about your child may be discussed with other staff in order to support your child. Your child's keyworker works shift patterns between the hours of 8am and 6pm and therefore, may not always be visible at drop off and pick up. If you need to speak exclusively with your child's keyworker, please make a member of staff aware of this and they can pass this on to your child's keyworker.



## Getting it Right for Every Child (GIRFEC)

Getting It Right for Every Child and young person is a national policy to help all children and young people grow, develop and reach their full potential. Its focus is to improve the wellbeing of all children in Scotland

At Larkfield Early Learning Centre everything that we do is designed to promote, support and safeguard your child's wellbeing. To the right is an example of the wellbeing wheel and the indicators we analyse and evaluate in order to ensure we are getting it right for your child.



## **Meals & Snack**

Children are offered a snack each session at nursery with the emphasis being on Healthy Eating. This is in line with national guidance 'Setting the Table' document. The children have a choice of milk or water to drink. A selection of fruit and healthy snacks will be available. The menu varies and includes fruit and savoury options such as toast or cereal. The children are encouraged to taste many different foods and drinks. Children receive a healthy lunch from St Andrew's Primary School. A lunch menu will be provided with weekly options for your child to choose from each day. Parents can also choose to bring a packed lunch if they wish. Please do not send any 'Treat' foods in with your child as we are unable to give these.



## **Nursery Voluntary Funds**

A voluntary contribution of £1.00 per family is asked each week. This provides funds to finance treats, party days for the children and helps purchase resources for rich learning experiences. During the year we may have additional fundraising events which we hope you will support. You will be kept up to date through our newsletter and centres twitter page.

## **Car Park**

The car park is for staff cars only. There are two disabled bays available please speak to reception if you need to access / use these. This is also our emergency exit if the building needs to be evacuated.



## **Smoke free Policy**

Inverclyde Council has a Smoke free Policy in and on all Council premises and grounds. Smoking is not permitted in any areas of the nursery. This includes the use of e-cigarettes.



## **Clothing**

We ask that children are dressed in suitable clothes when coming to nursery. As you are aware, the children often take part in messy activities. 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 ask that you dress your child in suitable clothes for example something that's comfortable and easily washed. Please also ensure that your child has suitable outdoor clothing for outdoor play. It would be helpful if your child's coat etc. is clearly marked with their name. 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 friction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, or clothing made from flammable material for example shell suits in practical activities
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others to do so



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

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.



### ***Child protection***

Inverclyde Council Education Services have Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work closely with other agencies, namely Police Scotland, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter, to support children.

It is everyone's responsibility to protect children and make sure they are safe and happy. All children have the right to grow up in a caring and safe environment and all adults have a responsibility to protect children, this includes: Parents, Family members, Friends, Neighbours, Professionals, Members of the public and Community groups.

To support this at nursery, we have a duty to report any concerns we have in relation to child protection.

If you have any concerns regarding a child's safety, wellbeing, or health please contact Pauline (Head of centre) or Angela (Depute head of centre) at:

[pauline.mcphee@larkfield.inverclyde.sch.uk](mailto:pauline.mcphee@larkfield.inverclyde.sch.uk)

[angela.henderson@larkfield.inverclyde.sch.uk](mailto:angela.henderson@larkfield.inverclyde.sch.uk)

## ***Emergency Contact and Security***

Parents are asked where possible to provide us with the names, addresses and telephone numbers of two contact persons for use in case of emergency. Please keep us informed of any changes of address, telephone number or emergency contact so that our records are kept up to date. If your child becomes unwell during the nursery day, we will inform you by telephone. If we cannot get you, we will contact your emergency contact.

Children's arrival and pick up time varies on the model that you have been offered. Please see the models outlined previously. An adult, or someone over the age of sixteen, must collect your child. If you are unable to get to nursery by the end of a session you must contact us. If you ask someone else to collect your child and you have not informed the nursery staff, at their discretion they may not hand your child over without having spoken to you. Staff and children must know who will bring and collect your child from the nursery. If you have any instructions about who has **NOT** to take your child out of nursery please discuss it with a member of the senior leadership team.

The centre operates a security system at all times. Please press the buzzer and a member of staff will open the door for you. We ask that you do not open the front door at any time. This is the staff responsibility.

## ***Sickness/Absence***



If your child is going to be absent from nursery for any reason, a parent/carer should phone the Centre to let staff know on **01475 715759**. If your child is absent from nursery, and we have not been made aware of this, we will give you a call within an hour of your child's nursery start time.

If your child becomes ill while at nursery, we will contact you and ask you to collect your child. If we are unable to contact you, we will endeavour to reach the emergency contacts provided at enrolment. Please note, NHS guidelines recommend keeping children at home for 48 hours after any sickness or diarrhoea. This helps to stop the spread of viruses and illness.

A 'Guide to Preventing the Spread of Infection' leaflet is included in the enrolment pack. Please make sure you read this as it provides important information on different illnesses. If you would like another copy please ask.

Some children who attend have a compromised immune system.

To protect all children and staff we ask that if your child is unwell you keep them at home.



## ***Health and Safety***

Health and Safety is always at the forefront of our practice. We continually risk assess the Centre to ensure children and adults are in a safe and secure environment. All playrooms have been risk assessed and when going on outings, we also ensure the location has been risk assessed. If you have



any concerns about anything regarding health and safety in the centre please speak to the Head of Centre or Depute Head of Centre.

### ***Minor Accidents or Incidents***

If your child has a minor accident or incident while at nursery this will be dealt with and recorded. We will inform you at the time if necessary, or when you collect your child. You will be asked to read and sign an accident or incident form.

### ***Oral Health/Visits by medical staff***

The centre follows the Oral Health Programme in which 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. Consent is assumed, parents can withdraw consent from the programme if they wish.



The nursery takes part in the Child Smile Programme run by the Greater Glasgow Health Board. We also take part in Dental Screening. Eye screening is carried out in the Centre in your child's pre-school year. Parents must complete a parental consent form for their child to participate in the eye screening programme.

### ***Medication and Allergies***

On enrolment, parents are asked to give information about their child's health. It is important that staff are informed of any medication given or allergies your child may have. If at any time your child requires medication which has to be administered during their time at nursery, please let a member of staff know. Before any medication can be administered, a parent/carer must complete the relevant paperwork.



Please keep staff informed so that information can be kept up to date at all times.

Your child's medication must be provided in its original packaging (box) with child's name and the date clearly visible.

PLEASE NOTE WE CAN ONLY ADMINISTER MEDICATION WHICH HAS BEEN SIGNED INTO THE BUILDING UNDER YOUR CHILDS NAME.

### ***Parental Partnership***

At Larkfield Early Learning Centre we operate an open door policy and you are always welcome in the nursery. Working in partnership with parents is crucial in the life of the Centre. There are many ways that you can help out such as:

- Parent's group



- Eco Group
- Stay and Play sessions
- Larkie Ventures
- Baking
- Fundraising
- Progress/ Information/curriculum evenings
- Sharing your skills within the playroom
- Participating in self-evaluation for improvement

We recognise that parents are the prime educator and we will endeavor to involve you in all aspects of the life of the Centre. Please read any newsletters and letters and keep an eye on Twitter and our notice boards to keep up to date with what is going on in the Centre.

The Scottish Schools [Parental Involvement] Act 2006 recognises the vital role parent's play in supporting and involving parents in children's education and the life of the school. The Act aims to:

- promote learning at home
- improve home/school partnership
- promote parental involvement in child's learning

If you would like to read more on the Act, here is the link to the website

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parent zone <http://www.parentzone.org.uk/>

Inverclyde Council Education and social Care Service Parental Involvement Strategy  
[www.inverclyde.gov.uk](http://www.inverclyde.gov.uk)

### ***Reporting to Parents***

Reporting to parents is an important part of involving parents/ carers in their child's learning and development. Staff report to parents in various ways, both formally and informally, encouraging you to be involved by contributing to your child's personal learning/care plan, looking at children's work and wall displays to see examples of their child's learning and development. Progress meetings and Information Evenings are held throughout the year to discuss your child's progress, development and achievement. Staff are also available at the beginning and end of each session for informal chats. Time can be set aside if you wish to speak to staff. The Head of Centre and Depute are always available.

### ***Communication***

We send out regular newsletters / group calls from to keep you updated on your child's learning, other events and information are included. We also have a Website and a Twitter page where you can keep up to date with nursery events follow us @LarkfieldELC

### ***The Centre and the Community***

We have very good links with the community such as:

- Local library
- Other early years establishments/Primary/Secondary schools
- Colleges/Universities
- Police/Fire Services/Community Wardens
- Go on visits to the local Parks/shops
- Christmas singing in the care home
- Fundraise for charity
- Links with Belville Community Gardens
- Links with Cove Reservoir

## ***Improvements/ Achievements***

For information on our improvements, achievements and successes from the previous year, and how we intend to improve in year 2025-2026, please see our Improvement Planning Document and our Standards and Quality Report. Access to these can be found on our Website. The documents we use to benchmark our service against are "Quality Improvement Framework for Early Learning & Childcare Sectors" and the Health and Social Care Standards.

## ***Learning through Play***

Play is an important part of a child's early development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills (Early Years Matters) Staff facilitate the children's learning by providing a quality curriculum that meets the needs of the individual child.



## ***Curriculum for Excellence***



The Curriculum for Excellence establishes clear values, purposes and principles for education from 3 to 18 in Scotland. The aim of Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

Its purpose is to enable children and young people to become Successful learners, Confident individuals, Responsible citizens and Effective contributors. These are referred to as the four capacities

There are eight curriculum areas:

Expressive arts, Health and wellbeing, Languages, Mathematics, Religious and moral education, Sciences, Social studies, and Technologies.

Curriculum for Excellence promotes the need to view learning and teaching across curriculum subjects and areas as inter-connected and integrated. Literacy, numeracy and health and wellbeing

are recognised as being particularly important - these areas are seen as being the responsibility of all practitioners. The Curriculum is divided into different levels. We will be working on the Early Level which starts in nursery and continues into Primary One.

Through responsive planning and observations, we will support your child's learning and development to enable them to progress at their own pace of learning. We will involve you in each stage of your child's learning. Children's learning is monitored and practitioners use Inverclyde Council's Skills Assessment Tracker to individualise experiences for them.

You can find out more information on Curriculum for Excellence by logging onto:

[www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)

### ***Realising the Ambition***

At Larkfield Early Learning Centre, for the children aged from 0-3 years the practitioners use 'Realising the Ambition: Being Me', to help us plan for our younger children's learning. Practitioners carefully observe children during play and plan individually for children according to their stage of development.



The Scottish Government's ambition is for Scotland to be the best place in the world for children to grow up in and learn. The Realising the Ambition document provides guidance to enable staff to facilitate high quality provision, providing quality experiences throughout each child's learning journey. This guidance supports us in ensuring this happens for all children and families in our care.

### ***Planning***

Our planning builds on the experiences the children bring to nursery. We aim to provide activities which will extend and expand children's knowledge and skills. Our planning is flexible in order to address individual needs and interests. Children are consulted in their learning, sharing their ideas and knowledge. Our learning walls display examples of children's learning and are updated regularly as we work our way through each block.

### ***Assessment***

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

Staff gather information about the children from parents, by spending time with them, listening, observing and interacting with them. This information is recorded in different ways and is used to build up a record of your child's progress and achievements which is transferred into each child's individual personal learning plans. We also use this information to plan how to take their learning forward. Children's personal Learning plans can be accessed outside your child's playroom and are

labelled with your name and symbol. Please feel free to look at your child's profile at any time and speak to staff if you have any questions.

### ***Monitoring Learning & Target Setting***

This Early Level tracker has been developed to support the planning, tracking and assessment of children working at Early Level within an Early Learning and Childcare setting. It is designed to provide clear information on children's progress, through a holistic approach to supporting children's development to Health and Wellbeing, Literacy and Numeracy and developing skills across the whole curriculum. The tracker aims to support practitioners and Senior Leadership Teams (SLT) to ensure clearly identified learning targets for every child, accurate record keeping, supporting the planning of next steps for individual children and identification of support and challenge where required. This tracker takes full account of the National Benchmarks and Inverclyde Progression Pathways and is intended to be used in a collegiate manner which includes children, practitioners, management, parents and other professionals.

Staff will initially meet with Parents and Care takers around 3 weeks after their child has started nursery to set 3 targets relating to children's Health and Wellbeing, Literacy and Numeracy development. These targets typically last for 12 weeks unless a child achieves a target before the 12 weeks are over. In that case, practitioners will meet again with parents to set a new target. Throughout the 12 weeks practitioners will make observation of children's progress and meet at a 6 weekly check in alongside the Senior Leadership Team to discuss every child's development and progression. Practitioners will meet again with parents every 12 weeks to continue setting new targets for their child.

### ***Open Ended Resource***

We recognise the importance of children leading their own learning through play and exploration.

At Larkfield ELC we provide a range of open ended resources to support children in developing their imagination and curiosity. Children need opportunities to lead their own learning, providing opportunities for high levels of engagement, though and concentration.

Staff work alongside children whilst they play, observing, supporting and extending the learning. Staff support children in experiences such as sewing, woodwork and baking to develop life skills.



### ***Bookbug***

Bookbug is Scotland's universal early years book gifting programme which supports families to read, sing, and play with their little ones from birth to give them the best start in life. Starting school is an exciting and challenging time for your child and your support at home makes a real difference to



their learning. Look out for your Bookbug Primary 1 Family Bag, a free bag of books and activities your child will receive at school in November from Bookbug, to help support their reading, writing and counting skills. You will find films of the books being read aloud and more information about the P1 Bag [here](#).

## ***Outdoor Play***

The children access the outdoor environment daily. Being outdoors is a multi-sensory experience and provides many learning opportunities which are essential for children's development.

Engaging with the natural environment, children have can develop spatial awareness and have opportunities for adventure, challenge and develop physical skills through movement and energetic play. Outdoor play can help develop skills for life long learning, developing their ability to assess and manage risks, learning how to keep themselves safe.

We also have a wide range of 'loose parts' materials for the children to explore outdoors promoting creativity and imagination. Children have a natural instinct to explore and discover using their senses and motor skills. Through their discoveries, children master essential life skills such as problem solving, concentration and decision making.

Please ensure that your child is appropriately dressed for the weather as they go outdoors every day, regardless of the weather. We provide waterproof clothing and spare pair of welly boots for the children to wear when outdoors. It would also be beneficial if you could provide your child with a spare set of clothes they can change into if required, well boots and a sun hat.



## ***Eco***

Eco-Schools is a global initiative, engaging millions of children across 67 different countries, making it the largest, educational programme in the world. It aims to empower children to lead the change our sustainable world needs, by engaging them in fun, action-orientated, and socially responsible learning.

The Eco-Schools Programme is pupil-led and encourages whole school involvement, promoting closer links between schools and their communities. It also offers many benefits for individual pupils, developing their knowledge, skills, and environmental awareness, whilst increasing their confidence and improving their well-being.



We are currently working towards upholding our Eco schools Green Flag award. The children have opportunities to recycle materials daily and learn about the recycling process. Children also have daily experiences to care for nature including planting and looking after our environment.



The 3 Topics we are currently working on are:

- Litter
- Biodiversity
- Water

Our sustainable development goal:

- Life on land

### ***Support for Children***

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 we will 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 needs are identified in a number of ways, and the process of assessment is an ongoing. 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.

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 co-ordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

In addition to the information above, please see below guidance specified by the Education (Additional Support for Learning) (Scotland) Act 2009 -

#### [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 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 arrangement 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 person 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 or other partner agencies make children known to Education Services. Other additional support needs may be identified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

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

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan. The co-ordinated 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 person in the arrangements referred to in paragraph [b]

You have the right to ask the education authority to establish whether your child needs a co-ordinated support plan. Your child can make this request to them, 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 Michael Roach, Head of Education at the address below.

e) The officer or officers of the authority from whom parents of children having additional support needs, and young person's 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

Further information and support to parents of children and young people with ASN is identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 -

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527.
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registered number SC033576.
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

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

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

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

### ***Policies and Procedures***

Within Larkfield Early Learning Centre all our work is underpinned by policy and procedure. As we are a local authority establishment, we are obligated to follow Inverclyde Council Policies, Standard Circulars and Education Safety Standards.

The Centre also has a range of policies and procedures which we follow to ensure best practice and a quality service is offered. Please feel free to speak to a member of staff in order to look at any of our policies, these are available at anytime.



### ***Positive Relationships and Positive Behaviour***

We aim to promote positive behaviour in the nursery by encouraging children to respect one another, be tolerant, to share and to negotiate with others. All staff are consistent and fair in handling children's behaviour. If staff are concerned about a child's behaviour, they will inform the parent and work with and support them to resolve the problem. The nursery follows Inverclyde Council's Policy 'Positive Relationships, Positive Behaviour' Policy. Parents are welcome to see the policy at any time.

### ***Transitions***

The key to effective transition is effective communication between each playroom, the early year's establishment, schools and parents. The transition process will begin early in the child's placement, their pre-school year and will continue into early P1. Children normally transfer to school between the ages of 4-1/2 and 5 years. Information on registration for a nursery place and enrolment to school will be in the local press early January, on our notice board and twitter page.

We have strong links with our feeder primary schools St Andrews and Aileymill and have a well organised transition programme. We implement effective communication between the early year's establishment, school and parents. During the year, children visit the schools to participate in various

activities. We encourage the Primary 1 teacher and some children to visit the nursery to get to know the children before they start Primary 1. A member of the nursery staff attends induction days. An update of a child's progress during their time at nursery is passed on to the P1 teacher.

Our feeder schools information can be found below -

Aileymill Primary School

Norfolk Road, Greenock, PA16 0JG

01475 715647

St Andrews Primary School

Chester Road, Greenock, PA16 0TT

01475 715806

### ***Information in Emergencies***

We make every effort to maintain a full educational service however, on some occasions, circumstances arise which lead to disruption. For example, establishments may be affected by severe weather, power failure, difficulties of fuel supply etc. In such cases we shall do all we can to keep you informed.

In the event of an emergency where we have to leave the building and it is unsafe to return, all children and staff will be evacuated to St. Andrew's Primary School. A member of staff will contact you by phone or inform you upon arrival at the nursery entrance.

### ***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 administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Regulation Act 2018.

For further information please refer to <https://www.inverclyde.gov.uk/site-basics/privacy>

### ***Equality***



We aim to promote equal opportunities throughout the nursery. 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 age, gender reassignment, pregnancy and maternity, race, disability, sex, sexual orientation, marriage and civil partnership, 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.

### ***Gender Equal Play***

Academic research, highlights the negative impact on all children of gender stereotyping and the important role that early learning and childcare can have in positively promoting gender equality. At Larkfield ELC all of our experiences and resources are inclusive of all children. Children are encouraged to be kind and help to care for one another. All children are treated with respect and dignity. Children's views, opinions and ideas are listened to and are valued by staff. All Children are encouraged to take part in a range of experiences including dancing, painting, block play and football. Children have opportunities to take part in activities that make them feel happy and allow them to express themselves. Within society, Gender stereotyping is a deep-rooted and common issue. By helping to challenge these gender stereotypes from a young age, we can help to stop the negative consequences of inequality and discrimination by supporting children grow into adults who aren't limited by expectations based on their sex. By providing children with environments that encourage non gendered norms and expectations, children can feel more accepted and celebrated for their individuality. They can broaden their aspirations and be more open to a wide range of opportunities.

If you'd like to find out more about gender equal play please ask the staff or visit the following website:

<https://hub.careinspectorate.com/media/3466/gender-equal-play-in-early-learning-and-childcare.pdf>



### ***Trips and outings***

Children will have opportunities throughout the year to attend trips or outing. When trips or outings are planned for children, staff will let you know in advance. Parents may from time to time be asked to accompany children and staff. When you enrol your child and fill in the relevant paperwork you will be asked to give permission for local outings e.g. for walks to the park or local shops. When other outings are planned you will be asked to fill in a separate form stipulating when your child is leaving nursery, where they are going and when your child is expected to return. Children cannot be taken on these planned trips without this consent form being signed by the parent or carer so please ensure all consent forms are returned as soon as possible.



## ***Students***

We welcome students training to become Early Years Education and Childcare Officers at both NC and HNC levels. We also have PDGE teaching students and have also welcomed work experience pupils from local high schools. We are also lucky enough to have modern apprentices.

Both staff and children gain from students who are eager to learn. This provides opportunities for Staff to share their skills and knowledge. Students are supervised at all times by our experienced staff.

## ***Inspection and Review Processes***

The nursery take great pride in maintaining a high-quality of Early Learning and Childcare which is inspected by a regulatory body named the Care Inspectorate. We also undergo a 3 yearly Peer Review which allows Senior Leaders from other establishments across Inverclyde to come along to our nursery and provide a holistic view of the nursery and the care and support we give to children. To read our most recent Inspection Reports please see our website.

## ***Suggestions/Complaints***

We are always seeking ways to maintain and improve our service. If you have any suggestions to make about the service please speak to any member of the senior leadership team.

If you have any concerns please do not hesitate in contacting your child's keyworker, Pauline (Head of Centre), Angela (Depute) or Charley (Senior EYECO).

If parents are unhappy about any aspect of the nursery, we would again ask that they contact the nursery as soon as possible to arrange a meeting with a member of the Senior Leadership Team. It may help if when contacting the nursery, you give some details of the issue to allow prompt investigation. We will arrange a meeting to hear your complaint and would hope that it will be resolved satisfactorily and quickly. If the complaint is found to be justified, we will endeavour where at all possible to put right what went wrong, to make adjustments to try to prevent a similar problem arising in the future and to offer an apology where appropriate. If you are still unhappy with the service or with our response then you will have the right to take up the matter further with the Education Department. Complaints can be made in writing, by telephone or e-mail.

### **Head of Education**

Michael Roach  
Inverclyde Council  
Education Services  
Wallace Place  
Greenock  
PA15 1JB  
Tel No. -01475 712761

### **Quality Improvement Officer [Early Years]**

Yvonne Gallacher  
Inverclyde Council  
Education Services  
Wallace Place  
Greenock  
PA15 1JB  
Tel No. 01475 712812

You can also contact the Care Inspectorate. If you have any complaints regarding any issues with the service. The Care Inspectorate address is below;

Renfrewshire House  
Cotton Street  
Paisley  
PA1 1BF  
Tel: [0345 600 9527](tel:03456009527)

### ***Useful Addresses***

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

**Councillor Colin Jackson**  
**Councillor Michael McCormick**  
**Councillor Jim McEleny**  
Convenor of the Education & Communities Committee  
Inverclyde Council  
Municipal Buildings  
Greenock

### **Inverclyde South - Community Councillors**

Natasha McGuire - (Scottish Labour Party)	<a href="mailto:natasha.mcguire@inverclyde.gov.uk">natasha.mcguire@inverclyde.gov.uk</a> TEL: 07768 888812
John Crowther - (Scottish National Party)	<a href="mailto:john.crowther@inverclyde.gov.uk">john.crowther@inverclyde.gov.uk</a> TEL: 07768 868500
Tommy McVey - (Independent)	<a href="mailto:tommy.mcvey@inverclyde.gov.uk">tommy.mcvey@inverclyde.gov.uk</a> TEL: 07768 775677

**Yvonne Gallacher**  
Quality Improvement officer  
Education Services  
105 Dalrymple Street  
Greenock, PA15 1HT

**Corporate Director of Education, Communities & Organisational Development**  
Ruth Binks  
Municipal Buildings  
Clyde Square  
GREENOCK  
PA15 1LY

Greenock

Tel. No. - 01475 712761

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 year in question.

(b) In relation to subsequent years.