

Girvan Early Years Centre
H A N D B O O K
2026/27



Wesley Road
Girvan
KA26 9DD



01465 716802

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SECTION A - General Centre Information

1. Introduction from Manager

Dear Parent/Carer

On behalf of all the staff at Girvan Early Years Centre I welcome you and your family.

I hope you will enjoy reading our handbook and that you will find it interesting and helpful. It is intended as a guide to all parents/carers of children who attend the Centre.

Throughout the handbook you will read lots of information and if you have any questions or worries, please do not hesitate to contact me. We still have an open-door policy and welcome parents/carers at any time.

Parental involvement is a very important way of building relations with you and your child, and we hope that you feel able to join in with our activities which we will offer in the EYC. This will give you an insight into what your child is doing while they are with us.

I look forward to meeting you and helping to make your child's time with us a fun, positive and happy learning experience.

Alison Milroy
Centre Manager



2. Statement of Centre Aims and Values

Our Vision Statement

At Girvan Early Years Centre we will strive to support everyone in achieving their full potential in a vibrant, safe, inclusive, high quality learning environment.

We will achieve this by:

- Working in partnership with families, agencies and the wider community
- Ensuring the experiences we provide are of high quality and are available to every child
- Using effective quality assurance systems, involving stakeholders, to ensure continuous improvement
- Being the best, we can be to ensure our children thrive and reach their potential.

Our Values

Fun, Respect, Equity, Consistency, Honesty and Quality.

At Girvan Early Years Centre: -

We aim to provide children with:

- A safe, happy, nurturing environment which offers a variety of challenging and stimulating learning experiences both indoors and outdoors to build ambition for all
- Experiences that respond to their needs, interests, develop curiosity and builds confidence.
- Opportunities to be a part of the community and to be aware of the importance of caring about the environment and others.
- Smooth transitions throughout the Centre and with local primaries to ensure continuity and progression where information is shared and valued.

Using SHANARRI indicators these aims are all achievable and reflect the Health and Social Care Standards principles of:

- Dignity and Respect
- Compassion
- Responsive Care and Support
- Wellbeing
- Be Included



3. Centre Information

Name	Girvan Early Years Centre
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Address	Wesley Road Girvan KA26 9DD
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Telephone Number	01465 716802
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Website	https://blogs.glowscotland.org.uk/sa/girvaneyc/
Facebook	Girvan Early Years Centre Facebook page
E-mail address	GirvanEYC.mail@south-ayrshire.gov.uk

Denominational status	Non-denominational
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Accommodation and capacity	The Centre caters for children between the ages of 2 years and 5 years old. We can accommodate up to 120 children per session, where no more than 20 are under 3 years old.
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Catchment map and area	There are no catchment areas for early years provision. South Ayrshire residents can apply to any South Ayrshire Early Years Centre school/class or partnership Centre of their choice. Early education and childcare places are allocated in line with South Ayrshire Council's Admission's Policy Guidance which can be found on the Council's web site at www.south-ayrshire.gov.uk
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General Information	All staff have either a Teaching or an Education and Care qualification and regularly attend training to update their knowledge and skills. Some staff also have a BA in Childhood Practice. All staff and students have been Disclosure checked or are a member of the PVG scheme before commencing employment or placement. Staff are also registered with either the Scottish Social Services Council (SSSC), or the Scottish General Teaching Council (GTC) dependent on their qualifications
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4. Centre Staff

Name	Designation
Management Team	
Alison Milroy	Centre Manager and Child Protection Coordinator.
Mandy McMaster	Depute Manager and Pupil Support Coordinator
Senior Lead Team	
Megan Gibson	Senior Early Years Practitioner (50 weeks)
Ashley Challis	Senior Early Years Practitioner (50 weeks)
Paula Lorimer	Equity and Excellence Lead (Term Time)
Joanne Anley	Principal Teacher (Term Time) (2 days - Mon/Tue)
Clerical Staff	
Rhiain Collins	Clerical Assistant (50 weeks)
Rainbow Room Staff	
Keara Connelly	Early Years Practitioner (50 Weeks)
Yasmin McMillan	Early Years Practitioner (Term Time)
Jill Porter	Early Years Practitioner (Term Time)
Kirsty Cowan	Early Years Practitioner (50 Weeks)
Holi Stewart	Early Years Practitioner (Term Time/Part Time - Mon/Tue/Wed)
Natalie Scott	Early Years Practitioner (Part Time -Thu/Fr)
Sunshine Room Staff	
Demi Robertson	Early Years Practitioner (50 Weeks)
Laura Francis	Early Years Practitioner (50 Weeks)
Nicole Harvey	Early Years Practitioner (50 Weeks)
Victoria Nelson	Early Years Practitioner (50 Weeks)
Nikki Copland	Early Years Practitioner (Term Time)
Regan McCulloch	Early Years Practitioner (Term Time)

Danielle Stevenson	Early Years Practitioner (Term Time)
Lynne Smith	Early Years Practitioner (Term Time)
Laura McGrady	Early Years Practitioner (Term Time)
Ladybird Room Staff	
Suzi Curtis	Early Years Practitioner (Term Time)
Elgin Smith	Early Years Practitioner (Term Time)
Ellie Sloan	Early Years Practitioner (Term Time)
Kathryn Connor	Early Years Practitioner (Part Time)
Family Learning and Support Staff	
Shevon Moran	Family Learning Practitioner (Term Time) (Mon/Tue)
Bernadette Gillespie	School Assistant (Term Time)

Janitorial Staff	
Owen Martin	Janitor - shared with Girvan Primary School
Liz Henry	Evening Cleaner
Claire McCrindle	Day Cleaner

"Excellence in Education is when we do everything that we can to make sure they become everything they can!"

-Carol Ann Tomlinson

5. The Centre Year and Centre Hours

The Centre is open 50 weeks of the year and offers a wide range of sessions. Term time places are eligible for 30 hours per week, or 22.5 hours a week for year-round (50 weeks). Dependent on individual needs, every effort is made to accommodate specific requests.

Morning Session:	50 Weeks	8.00am - 12.45pm
2.5 days:	50 weeks	8.00 am - 5.30 pm (2 days)
		8.00 am -12.45 pm (morning)
Term time:		9.00 am - 3.00pm



The Centre operating hours are from 8.00am - 5.30pm. The closing time of the Centre depends whether children are attending on these days. Staff work shift patterns depending on the need of the Centre.

6. Enrolment

The Registration week, for 3 and 4 year olds, takes place in February of the year that your child would be eligible to start their ante pre or pre-school placement and more information can be accessed on South Ayrshire website.

All places are allocated according to South Ayrshire Council's Management Guidelines for Admissions for Children aged 2-3 and 3-5 years. Copies of which are available on request.

Admission for three-year-old children (ante pre-school) is as follows: -

3 Year Olds

If your child's date of birth is on or between **1 March and 29 February**

He/she will be eligible for a funded early learning and childcare place as set out as follows:

1 March - 20 August	from start of term August
21 August -31 August	funding cannot start until the day of their 3 rd birthday
1 September 2023 - 29 February 2024	the first Monday after their third birthday (unless a public holiday or in-service day)

4 Year Olds

If your child's date of birth is on or between **1 March and 28 February**

He/she will be eligible for a funded early learning and childcare place from **August**.

Please note that parents/carers of ante pre-school children already attending the centre must make a new application for their pre-school year.

Admission for two-year-old children is as follows: -

Your child must be 2 years old before you can apply for a placement and you, the parent/carers, must meet at least one of the eligibility criteria detailed below.

Applications can be made online at www.south-ayrshire.gov.uk/schools.

Income Support	Universal Credit (where net earned income is £885 or less per month)
Income-based Job Seekers Allowance	State Pension Credit
Incapacity Benefit or Severe Disablement Allowance	Any income related element of Employment and Support Allowance
Child Tax Credit (where household income is £18,725 or less)	Support under Part VI of the Immigration and Asylum Act 1999
Child Tax Credit & Working Tax Credit (where household income is £8,717 or less)	

In addition, if the 2-year-old in your care is looked after by the Local Authority or the subject of a Kinship Care or Guardianship Order (or has been at any point since turning 2) they are also eligible. Children of care experienced parents are also eligible for a 2-year-old place. If parents/carers do not meet the criteria for a funded 2-year-old placement and feel that a child would benefit from having access to a 2-year-old placement due to health reasons, they can discuss this with their Health Visitor.

Please note that parents/carers of two-year-olds attending must re-apply for their ante pre-school year.

Admission Procedures

Registration for pre and ante pre-school places takes place in February, and the allocation process takes place during March/April. Parents are then invited to bring their children for a pre-admission visit prior to Admission in August/September. Children who turn 3 later in the year will be invited for a pre-admission visit before their child is due to start.

7. Key Worker System

Each child is allocated a "key worker". This is a member of staff who will take responsibility for the child's care and welfare during their time at the Centre. Parents/Carers are encouraged to share information with key workers informally, as required, regarding their child's needs, progress, and interests. In accordance with Care Inspectorate regulations, a Care Plan will be completed for each child within 28 days of them starting with us and you will be involved in this. Parents will therefore be asked to meet termly with their child's keyworker to complete/update these plans.

8. *Settling In*

Once your child has been offered a place - a "pre-admission" visit will be set up. Our two year olds are offered a home visit where possible. On that first visit, you will be introduced to staff and shown around. You will be asked to complete enrolment/consent forms. On these forms we will ask you to provide the name, address and telephone numbers of two people we can contact in case of emergencies. Please keep us updated on any change of to these details so that we are able to contact someone in an emergency.

9. *Arrival and Collection of Children*

It is expected that a responsible adult will bring your child to and from the Centre.

In the interests of your child's safety, you should make a point of telling your child's Key Worker if he/she is to be collected by someone other than yourself. This avoids difficult situations when a child cannot be allowed to leave with someone not known to the staff. Please also note that it is not legally possible for us to allow a child to leave the Centre with anyone we believe to be under the age of 16 years. Children should be signed in and out of all rooms. If staff feel that the parent/carer collecting a child may be under the influence of either alcohol or drugs and the safety and well-being of the child may be compromised, the staff will inform the Manager who will assess the situation. If it is felt that the parent/carer appears unable to take responsibility for the child, they will take appropriate action. This may include contacting another person on the emergency contact list/member of the family. If another designated person is not available, then Social Work or the Police will be contacted. It is important that children are collected on time as they can become very upset if parents/carers are late. If you have been held up please contact us, so that we can reassure your child and plan for their care until they can be collected.

Generally, children only stay for a short period on their first day. This time is gradually built up with your agreement, depending on how quickly your child seems happy to stay. As confidence grows, their time will be lengthened until he/she stays for a full session. The length of time for settling varies from child to child and the keyworker will work with you to get your child's time increased as soon as they can.



SECTION B - Learning and Teaching

1. The Curriculum

"A strong sense of community where an inclusive, nurturing environment helps all children and families to feel safe, secure, and well supported.

Inquisitive children who enjoy developing their literacy, numeracy and health and wellbeing skills through play in the well-resourced setting."

(Joint Education Scotland and Care Inspectorate Inspection report, 2018)

2-3 Curriculum

At Girvan EYC we use South Ayrshire's 2-3 planning format that is linked to the GIRFEC National Wellbeing indicators (SHANARRI), Pre-birth to 3 guidance and South Ayrshire 2-3 Developmental Milestones and ensures every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. Our planning is also linked to National Guidance as set out in "Realising the Ambition: Being Me".

Every 2-year-old has their own individual care plan and e-learning journal that shows their progress and parents can access this online, a log in is sent to parents/carers after the child starts.

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is Scotland's curriculum for children and young people aged 3-18. CfE builds on the solid foundations developed in the critical years of pre-birth to 3 and is supported by Realising the Ambition: being Me.

At Girvan, our 3- and 4-year-old children build up their skills and knowledge of 'Early Level CfE' through participating in a wide variety of age and stage appropriate experiences in an inclusive, well planned environment that promotes quality interactions. The 'Early level' stage continues into Primary 1 and it is hoped that most children will have securely achieved Early Level outcomes by the end of Primary 1. This level is the start of a further 5 levels that continue through your child's time in education. We will support and develop the skills within the curriculum and help ensure an effective and smooth transition from Nursery to P1. There are eight curricular areas within CFE that staff use to plan learning outcomes and experiences:

- 1) Literacy and English: - promotes listening and talking skills, phonological awareness, early reading and writing skills.
- 2) Maths and Numeracy: - develops skills in number, shape, pattern, measurement, and problem solving.
- 3) Health & Wellbeing: - promotes personal & social development, healthy eating & lifestyles, and physical activity.
- 4) Science: - develops knowledge and skills through exploring and investigating topics such as 'my body', 'living things', forces, planets, and recycling.
- 5) Technologies: - encourages the development of computer skills & using tools, equipment, and resources to design and construct.
- 6) Social Studies: - offers opportunities to learn about people around us, our community, places in Scotland and the wider world.
- 7) Expressive and Aesthetic: - art, music, and dance.
- 8) Religious and Moral Education: - encourages, respect and concern for others, citizenship, positive attitudes, religious celebrations, and cultural awareness.

This approach is based on children learning from first hand experiences and adults observing, supporting and extending the learning.

Observation

Observations are highly significant, and Key workers use them to pinpoint children's unique interests, needs and capabilities and identify next steps in learning. Progress is tracked via their individual tracking and e-learning journal which are regularly updated by staff and monitored by management. We encourage children, parents, and carers to explore the e-learning journal and reflect/share their achievements and interests.

Planning

Using the information gathered in observations and assessments and in accordance with Education Scotland Guidelines. Our team work together with the children to plan and develop learning opportunities, ensuring that stimulating, open-ended resources are freely available both indoors and outdoors. Our practitioners promote independence and creativity, observing, supporting, and extending the children's learning.

Sharing children's progress and achievements – Care Plans

Each child has an individual care plan which is linked to the Wellbeing indicators. These plans are used to set and review individual learning targets, with parents, on a termly basis. The first one is completed within 28 days of your child's official start date at nursery. During this meeting staff will share progress, and you can discuss their

to share and reflect on progress and complete/review their most recent care plan.

As the Centre operates an 'open door' policy, we encourage parents/carers to share information and discuss issues/concerns at any time with your keyworker or any other member of staff.



2. Outings and Parental Consent Forms

Forms completed on Pre-Admission visits or during registration include a Parental Consent Form, which will provide the Centre with your permission for local visits and outings. However, outings requiring more information and planning will require you, as parent or guardian, to read, complete and return specific permission forms in advance of planned events.

Please note that children can only take part in outings when the necessary parent/guardian permission slips have been received by the Centre.

Parents/carers must be aware of the expectations while helping on trips etc.

We ask for permission to take photographs of the children for educational displays, the Centre website and Facebook, which are both public.

You can withdraw consent at any time by informing the office.

We ask parents/carers not to put any photographs taken at the Centre on any social media sites to respect the privacy and safety of our children.

3. Additional Support Needs/Accessibility Strategy

SUPPORT FOR Children with Additional Support Needs (ASN)

What are additional support needs (ASN)?

Some children and young people need extra help in school to make progress and remove any barriers to their learning. It is the duty of the education authority to support all children and young people with additional support needs. Additional support needs can last for any length of time. Examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty;
- is highly able ;
- has emotional or social difficulties ;
- is bereaved ;
- is deaf or blind;
- is being bullied ;
- is not attending school regularly ;
- is 'looked after' by the local authority.

How do we make sure we can meet the additional support needs?

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through staff and appropriate playroom-based strategies and supports.

If a child needs more help than the keyworker/staff can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child.

Staged intervention can be broken down into the following stages:

Stage 1 - In class support Where additional supports can be delivered through the use of class based strategies/interventions.

Stage 2 - In school support Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 2. An action plan should be created and reviewed.

Stage 3 - Additional support from a service that is universally available. Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services.

Stage 4 - Specialist help from a multi-agency team . At this stage a **My Plan** will be completed. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

Stage 5 - Authority Specialist Placements or out with Authority Placements

Coordinated Support Plan (CSP) - For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies out with education that will last for longer than 1 year. For further information see www.enquire.org

Supports available

Educational Services have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process. These supports include:

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Looked After and Accommodated Service;
- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Visiting Team (Early Years)
- Outreach services from Specialist Centre e.g. Autism Outreach/Language Provision.

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

Sometimes we know before a child starts that he/she will require some extra support and can, in consultation with parents and other professionals, make appropriate plans/adaptations. Sometimes it is not until a child has been attending that we discover they may need some extra support. In this instance we would always discuss any barriers to learning with you. In some cases, we may need to hold a Team with the Family meeting (TWF) especially if we need support from other agencies e.g. Autism Outreach, Speech and Language, Educational psychologist.

If at any point you have any concerns about any barriers to your child's learning, please discuss this with your child's keyworker or our Pupil support coordinator.



4. Equal Opportunities and Inclusion

In our Centre we promote equality, equity and support for every pupil to benefit from education, with regard to pupils with disabilities and additional support needs as part of our inclusion policy.

All staff ensure equal opportunities are given regardless of race, religion, sex or ability.

All incidents of racism are treated seriously and reported to the local authority or police.

5. Teeny Carers

Sometimes young children help more than we realise at home or are affected by a family member's illness, disability, mental health or support needs. We call these children Teeny Carers.

Identifying a child as a Teeny Carer is about making sure the whole family can access support, and that children have every opportunity to develop, learn and enjoy childhood. These wee ones show real kindness and strength and some of the youngest children in our community are already helping at home in ways people may never see.

If your child is under five years old and helps to support or care for someone in their family e.g. who is ill, disabled, elderly, has trouble with communicating, mental health issues, is neurodivergent or has an issue with drugs or alcohol they can be recognised as a Teeny Carer. Families who have a young carer often just need a bit of understanding and the right support at the right time and it doesn't matter how much or little they do or even if someone else helps them. If you feel your child is a Teeny Carer, please let us know.

Being a Teeny Carer can give you and your child access to reductions to family outings or attend special activities for free.

The status of Teeny Carer is reviewed every year to ensure there are no changes and if there is and they are no longer classed as Teeny Carers, the support continues for 12 to 18 months before stopping.



6. Promoting Positive Behaviour



Children are encouraged to develop friendships, learn to share, take turns, and show consideration and respect to others.

We establish firm, clear boundaries with the children. The children are encouraged to help each other rather than compete and when negative behaviour does occur, we talk about what went wrong, then together we establish how to put things right or make things better. We promote desired behaviours through role modelling and consistently reward this with positive praise. We try not to acknowledge a child's undesired behaviour unless there is a potential risk involved.

Should a child require extra support in managing their emotions we will share this information with parents/carers, and we will implement individual strategies.

SECTION C - Home / Centre / Community

1. Attendance

Children enjoy coming to the Early Years Centre and we hope that their attendance can be regular and consistent to allow them to gain the maximum benefit from their time with us. Also, we hope to establish good habits for later life and so expect the children to attend every day, unless they are ill. Please let us know if your child is ill or going on holiday. If you no longer wish to keep the early years place, please let us know as soon as possible so the place can be reallocated to another child on our waiting list.

2. Clothing and Toys

CLOTHING

Children have fun and learn while taking part in a variety of activities - including messy ones. We provide aprons to protect clothing; however, we would encourage you to dress your child in "play-clothes" for the following reasons:

- to be comfortable
- to prevent spoiling "good" clothes
- to encourage independent learning (toileting, toothbrushing, dressing & undressing)



Please also make sure that your child has suitable outdoor clothing as they have opportunities to play outside every day. We encourage parents to supply a pair of soft shoes which can be left in the Centre and used when indoors; they will be encouraged to change into outdoor shoes/wellies when going outside. We encourage parents to provide a pair of wellies for those particularly wet days. We would prefer you not to allow your child to wear hooped earrings as they could be pulled out during energetic play and may cause injury.

Please write your child's name or initials inside all clothing that may be removed e.g. coats, jumpers, shoes, wellies etc. to avoid any upset/lost items. Girvan EYC branded sweatshirts, polo-shirts and some other items of clothing with eyc logo are available to order online. Please ask at the office for details.

Transition toys/comforters.

We know when children are settling into the Centre, especially the younger ones, that they need a familiar toy or comfort item from home. We understand how important this is but once they are settled, we ask that children are encouraged not bring toys from home into the playroom as they can get lost/broken and this can often cause upset especially when other children want to play with them too. We discourage dummies in the centre as this is a crucial time for children to learn to speak and dummies, if used out with sleep times, can prevent children from speaking clearly and create a barrier to their communication and language development. We appreciate that some of our younger children or children with additional support needs may require a dummy at points in the day so please discuss this with staff so that we can support you and your child.

3. *The Wider Community*

We pride ourselves on being part of the local community. Over the years, good links have continued to build up with our community and the many agencies working within it and we aim to continue to this good practice in the future. There is regular contact with the Community Health Care team, mainly with Health Visitors and Speech and Language, and with the Girvan Social Work Team based in Knockcushan Street. Pupils from SAC secondary schools, visit us for work experience and we also support students from Ayrshire College who are completing their Child Care and Education courses, as well as students from The University of the West of Scotland. We have links with Thriving Communities, our local Community Garden and Care homes as well as other support agencies such as Stepping Stones for Families (SSFF) and AYE Girvan.

4. *Fundraising*

Fundraising is ongoing throughout the year and is organised by the Staff/Parent Committee. Events in the past have included sponsored events, selling cards/crafts. Some funds raised have been used to provide outings, Christmas presents and parties, etc. Some fundraising events are organised to support others less fortunate than ourselves e.g. Red Nose, Sport Relief, Yorkhill Children's Hospital. Volunteers and new ideas are always welcomed, and we invite you to join our parents' committee. We hope a parents' committee will be able to support any events and fundraising as well as encourage parents to have a voice within the Centre. If you are interested in joining please ask for more information at the office.

5. *Choosing a School*

When it is time for your child to register for primary school we will inform you of the registration dates and you can register your child for one of the local primary schools online at www.South-Ayrshire.gov.uk or click [here](#). If you are looking to register your child with a school out with your local catchment you can do this by applying for a placing request [here](#). Unfortunately, it is not possible to guarantee that placing a request will be successful, but parents will have the right to appeal should it be unsuccessful. Full details of the placing request arrangements are contained on the South Ayrshire Website.



6. Transfer to Primary School

The Centre has established good transition programmes with the 2 local Primary schools. This can take many forms:

- Transition planning meeting with staff and schools.
- Staff from the primary visit the children in the Centre to get to know the children and staff will share information.
- Children visit the schools regularly for transition visits.
- Visit from the Head Teachers to the nursery for storytelling sessions.
- School Buddies, current P6 children (who will become P7) are involved in supporting the 4 years olds as they transition to school. They help in building confidence and positive relationships and make the transition a supportive experience.
- Centre staff will share assessment information and developmental milestones with the school as well as any other relevant information, online with GDPR.
- Parents attend information day/night at the school.
- Learning Journals are transferred to the school so that their learning journey continues.
- There are many meetings with the primary teachers to ensure all the information about your child is passed on and if support is required a TWF meeting will be held and the school will be included.

7. Parent's Activities

A Parent/Family Room is available and used regularly for Tiny Tot groups, PEEP groups, workshops and activities involving parents/carers.

We aim to provide an effective partnership between the Centre and home with an emphasis on communication, and we are always keen to work with parents who would like to become involved in the work of the Centre e.g. in a Parent's Group.

Monthly newsletters aim to keep parent/carers up to date with what is happening. Posters and notices are also displayed in entrance areas, as are photos of the children at play. Please take a few minutes regularly to keep up to date with what is going on. We have a public Facebook page and this can be found through Google under Girvan Early Years Centre. This is a great way of communicating and is a positive, respectful and effective way of sharing information about us and the community.

There will be a variety of workshops and Play and Stay sessions offered, which will be confirmed throughout the year. Visits to the beach, local library and community will be part of the curriculum regularly. This is when we appreciate parent/carer helpers and volunteers to allow us to venture out safely.

8. Breastfeeding friendly Early Learning Scheme

Scotland is breastfeeding friendly, and so are we. We are members of the Breastfeeding Friendly Scotland Early Learning Scheme which promotes, supports and protects breastfeeding. We want parents to feel comfortable in our school, and that includes supporting breastfeeding families. If you are in the school, you can breastfeed in our reception area or any other space where parents have access. If, however, you would prefer a private space to breastfeed, please ask and we will do our very best to help.



9. Parental Complaints Procedures

We are always keen to maintain our quality of service. If you have any comments about our service, please contact the Manager in the first instance. If, however, you feel your comment has not been fully addressed, you should contact Director of Educational Services, South Ayrshire Council, County Buildings, Wellington Square, AYR, KA7 1DR.

It is not advisable to make complaints or comments about the Centre or staff on any social networking sites. Parents/Carers are requested to speak to the Manager before posting any comments on social networking sites. Your co-operation is much appreciated.



10. Care Inspectorate

If you wish to make a complaint about a care service which is regulated by the Care Inspectorate or about the Care Inspectorate itself, you can contact the Care Inspectorate at the following address:

Care Inspectorate
Compass House
11 Riverside Drive
DUNDEE
DD1 4NY

Tel No: 01382 207 100
www.careinspectorate.com

SECTION D - Care and Welfare

1. Nurturing Nursery

Girvan EYC staff have completed training in the principles and practices of nurture. This training has given us a further insight into children's social, emotional and behavioural needs, as well as some practical ideas about how to use nurture more effectively within the environment of the playroom to improve outcomes for our children.

Staff are happy to discuss this further with parents/carers, if requested.



2. Child Protection

It is the responsibility of every adult to protect children from abuse, which may present itself in one of 12 categories which are known as indicators of risk. These can be found on the South Ayrshire Council's website.

All staff at Girvan Early Years Centre have had training in Child Protection. The Manager is the Child Protection Co-ordinator.

If staff have any reason to be concerned about a child, in any respect, they have a professional obligation to report their concerns to the Manager or Depute and agree a course of action.

This action may only be to monitor the child for a period and discuss the issue with the parent/carer. It may, however, result in a discussion or a more formal referral with a colleague from another agency e.g. Social Services or Health Board. An investigation may take place which ultimately, in extreme cases, may result in statutory measures being enforced.

Collection of children

If staff feel that the adult collecting a child may be under the influence of either alcohol or drugs and the safety and well-being of the child may be compromised, the staff will inform the Manager/Depute/Senior who will assess the situation. If it is felt that the adult appears unable to take responsibility for the child, they will take appropriate action. This may include contacting another person on the emergency contact list/member of the family. If another designated person is not available, then Social Work or the Police will be contacted.



3. Healthy Eating & Oral Health Promotion

SNACK and LUNCH

A snack is provided during each session in the Centre. All food offered is prepared in accordance with the following guidelines: -

"Setting the Table" - NHS Health Scotland 2014

"Food Standards Agency - Allergens" - December 2014

We are now required to display information on the 14 major food allergens and link the information to our weekly playroom snack menus.

Parents are requested to inform staff if their child has/or develops any allergies.

Girvan Primary will be supplying lunches for children attending full day sessions and a menu is available for parents/carers to see. The meal is free, and all children will be encouraged to try. Where there are going to be issues, please speak to the Manager.



ORAL HEALTH PROMOTION

The Childsmile Programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. Childsmile has 3 main elements:

- A core tooth brushing programme - In Ayrshire & Arran, daily supervised tooth brushing takes place in all nursery schools and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. Remember - water and milk are recommended as safe drinks for teeth for all children.
- An infant programme - Childsmile Practice promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.
- A nursery and school programme - this initiative provides preventive oral health programmes for children aged 3 years and upwards. The Childsmile and Oral Health Improvement Teams deliver oral health improvement messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.
- For more information about the Childsmile Programme, please visit the website at: www.childsmile.org



4. Security Measures

All entrances to the Centre are security controlled for the safety of children and staff. Visitors should call at the office and complete their details in the visitor's book.

Please remember to sign your child in and out of the playrooms and let staff know if someone different is coming to collect your child.

Safety Around the Centre

Please keep your child safe in the area around the centre/school by encouraging your child to hold your hand while walking. Please walk on the pavement as vehicles come and go regularly into the school car park.



5. Fire Drills

Fire procedure notices are displayed throughout the Centre. There will be four fire drills throughout the school year. Some will be "announced". That means that it will be explained to the children what will happen and what they are to do. Some are "unannounced" and the children and staff evacuate the building as quickly and calmly as possible. Returns for these fire drills are completed and recorded in the Fire Registers.



6. Emergency Closure Arrangements

Should the Centre experience difficulties with severe weather, power failures, fuel supplies etc. it will obviously be necessary to close the building. We will keep you closely informed via telephone, Facebook, notices, press or radio releases.

In the event of the entire Girvan Primary Campus closing, your child will be taken to Girvan Academy and can be collected from there.

Phone number to call when there is a power cut is
01465 715116 or message us on our Facebook page



7. Transport

The Centre can be reached by bus or car and is within walking distance of the train station.

Please note:

In the interests of Health & Safety, parents coming by car should park legally away from the zig-zags around the school. The Car Park is only for the use of staff and taxis/parents transporting children with disabilities. Thank you for your co-operation in this matter.

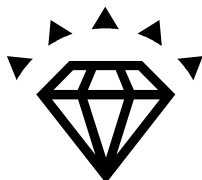


8. Insurance

South Ayrshire Council hold Public Liability, Employer Liability and Officials Indemnity Insurance, with QBE Insurance (Europe) Limited-under policy number Y087606QBE0117A. In addition, the school will provide information on School Excursion Insurance when necessary. Further information regarding insurance and an appropriate claim form can be obtained from County Buildings, Wellington Square, Ayr, telephone 0300 123 0900.

9. Valuable Items

Parents are asked to assist in ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.



10. Health and Medical Information

If your child has any medical needs, it is very important that staff are informed of this during your registration and when visiting the Centre. Any changes in medication/medical needs should be discussed with the child's keyworker or Senior EYP/Management.

Medication

If your child requires medication during their time with us, please discuss with the keyworker or Senior EYP within the playroom. A consent form for the Administration of Medicine must be completed prior to any medication being given. Where it is considered that medication will need to be administered by staff, medication should be supplied by the parents/carers in its original purchased/ dispensed packaging, including any patient information leaflet supplied with the medication. This would apply to both prescribed and non-prescribed medication. If you have administered any medication to your child prior to coming into nursery please inform the child's keyworker or senior EYP. It is essential for you to keep us up to date with relevant medical information.

If Your Child is Unwell

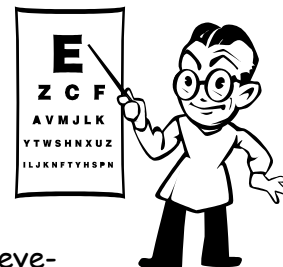
The Centre would welcome a telephone call if your child is not able to attend on a particular day. If your child becomes ill while with us, we will try to contact you first then the emergency contact which you give us on your child's admission to the Centre. (Please keep us up to date if any contacts/numbers change).

If your child has an infectious disease such as chickenpox etc., could you please check with your doctor as to when it is safe for the child to come back. This will help to contain outbreaks.

Please note that there is a 48 hour exclusion policy if your child has had sickness or diarrhoea.

Minor Accidents & Upsets

This will be dealt with by the members of staff trained to administer first aid within the Centre. We will always inform you about these minor accidents and ask you to sign an accident sheet.



Visits by Medical Staff

Every year an Orthoptist from Ayr Hospital comes into the Centre to carry out eye-tests on children who are in their pre-school year. Appointments are issued in advance, and parents are welcome to attend with their child.

Often if children require extra support from other medical staff e.g. Speech Therapists, Physiotherapists, Occupational Therapists, they may visit them in the Centre as part of their treatment plan. Parents would be informed in advance and given regular feedback on their child's progress.

11. Smoking Control Zone

The whole campus is a smoke-free zone. This includes the use of e-cigarettes/vaping especially at the entrance of the Centre. We would ask that you note and support this decision.



12. Data Protection Act

Data Protection

When you enrol your child at an early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

How we will use the information about you and your child

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services. In addition, the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information. For more information about these rights please see the full privacy notice.

If you have a complaint

If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council's Data Protection Officer: Data Protection Officer, Information Governance Team, Legal & Democratic Services, County Buildings, Wellington Square, Ayr KA7 1DR . Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223

If you remain dissatisfied, you have the right to complain to the Information Commissioner: Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL
Email: scotland@ico.org.uk | Telephone: 0131 244 9001 | (<https://ico.org.uk/for-the-public/>)

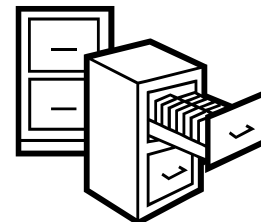
How to access our full Privacy Notice : The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

13. Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.



The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

14. Helpful Addresses and websites

Organisation/Contact	Address	Telephone Number
Scott Mulholland Director of Education	County Buildings Wellington Square AYR KA7 1DR	01292 612201
Teresa Porter Early Years Quality Improvement Manager	County Buildings Wellington Square AYR KA7 1DR	0300 123 0900
Gavin Stalker Principal Educational Psychologist	C/o Queen Margaret Academy Dalmellington Road AYR	01292 612806
District Councillors: • Councillor Alec Clark (Independent) • <u>Councillor Gavin Scott</u> (Independent) • <u>Councillor Alan Lamont</u> (Scottish Conservative and Unionist)	County Buildings Wellington Square AYR KA7 1DR	01292 612293
Care Inspectorate www.careinspectorate.com	Compass House 11 Riverside Drive DUNDEE DD1 4NY	01382 207 100
Educational Services - South Ayrshire Council	County Buildings, Wellington Square, AYR, KA7 1DR	0300 123 0900

www.education.gov.scot/parentzone/

www.hmie.gov.uk

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 school years.

Holidays

South Ayrshire Council - School and Early Years Centre holiday/closure term dates can be found using this link

