Dear Parent/Carer

A warm welcome to Molendinar Family Learning Centre, joining our nursery is your child’s first important step in becoming part of our learning community.

We recognise that you are your child’s first and most important educator and we look forward to working with you and sharing the extensive knowledge you have of your child. Sharing this knowledge will help us to build on your child’s previous experience and enable us to plan for his/her future development.

Our nursery offers high quality education with well qualified, caring and motivated staff, whose primary concern is the well-being and development of your child. Great care is taken to ensure that our children engage in a stimulating, motivating and appropriate experience that will allow them to develop at a pace suited to their individual needs and interests.

Most of your enquiries about this stage of education are best answered in discussion with your child’s keyworker or a member of the management team, who will be pleased to talk on any subject concerning your child.

The following points however in this handbook may be helpful in answering some basic questions.

Please remember staffing and other changes may take place during the course of a term. We will make every effort to keep you up to date with changes through verbal communication, and our monthly newsletter.

Handbook Update April 2013
This is your Nursery

In the Nursery we hope we promote an environment of mutual trust, respect and open communication. We therefore welcome suggestions and comments to help improve the quality of our service. This can be done by discussion with the staff or put in the suggestion box and reviewed at staff meetings.

Parents/carers are very welcome in the Nursery and usually help with a wide range of things including resource organisation, trips, craftwork, helping out with transport, open days and fundraising.

Perhaps too, you have a skill or expertise, either through your work or leisure interests, which you could share with the staff and children. If you think you might, please offer. It will be appreciated.

Parents as Partners

Here in Molendinar we value and want to work with parents/carers in partnership because children’s early learning normally takes place at home, through first hand experiences, in real life contexts and is usually supported by parents/carers.

It is, therefore, vital that we build on this natural pattern by creating opportunities for staff and parents/carers to work together and to share information. A lot of relevant and current information about the work of the Nursery and early learning is available in the Nursery. We hope to build communication links by sending out regular newsletters, hosting open events and workshops and offering parent/carer contact evenings.

Who is working with your child?

Centre staff will always be trained and experienced in the provision of early years’ education. As professionals in the education sector, you can be confident that they will have undergone rigorous security screening and will therefore be deemed fit persons to work with children.

From time to time we will try to extend the children’s experiences by involving professionals from out with the education sector, and also members of the community who have expertise from which the children can benefit. Under no circumstances will your child ever be left in the care of anyone who is not employed.
# Names and Job Titles of Our Staff Members

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Job Title</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allyson Murray</td>
<td>Head of centre</td>
<td>NNEB, SVQ4, ILM in Management &amp; Fire Warden for Nursery.</td>
</tr>
<tr>
<td>Susan Murdoch</td>
<td>Depute Head of centre</td>
<td>NNEB, PDA in Child Care &amp; Education, HNC in Child Protection, PDA in supporting children with additional support needs, SVQ4 &amp; Fire Warden &amp; Child Protection co-ordinator for Nursery</td>
</tr>
<tr>
<td>Helen O’Hara</td>
<td>Young parents base Acting Co-ordinator</td>
<td>HNC &amp; SVQ4</td>
</tr>
<tr>
<td>Gail Kelly</td>
<td>Child Development Team Leader- Term Time worker</td>
<td>HNC, SVQ4 pending &amp; First Aider for Nursery</td>
</tr>
<tr>
<td>Jacqueline Smyth</td>
<td>Child Development Team Leader</td>
<td>HNC, Child Protection officer, First Aider &amp; Fire Warden for Nursery</td>
</tr>
<tr>
<td>Fiona McKenzie</td>
<td>Child Development Officer</td>
<td>HNC</td>
</tr>
<tr>
<td>Bernie Scanlon</td>
<td>Child Development Officer</td>
<td>NNEB</td>
</tr>
<tr>
<td>Jacqueline McDougall</td>
<td>Child Development Officer</td>
<td>HNC</td>
</tr>
<tr>
<td>Job share – Thur, Fri Alternative Wed</td>
<td>Child Development Officer</td>
<td>HNC</td>
</tr>
<tr>
<td>Holly McDonald</td>
<td>Child Development Officer</td>
<td>HNC &amp; Fire Warden for Nursery.</td>
</tr>
<tr>
<td>Colette Bovill</td>
<td>Child Development Officer</td>
<td>HNC</td>
</tr>
<tr>
<td>Kirstine Bell</td>
<td>Child Development Officer</td>
<td>HNC &amp; Fire Warden for Nursery</td>
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### Names and Job Titles of Our Staff Members cont

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<thead>
<tr>
<th>Staff Name</th>
<th>Job Title</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>Alice Kennaway</td>
<td>Child Development Officer</td>
<td>SVQ 2 &amp; 3</td>
</tr>
<tr>
<td>Louise McLaughlin</td>
<td>Child Development Officer</td>
<td>SVQ 2 &amp; 3 &amp; Fire Warden for Nursery</td>
</tr>
<tr>
<td>Angela Collins</td>
<td>Child Development Officer - Term Time Worker</td>
<td>NNEB &amp; First Aider for Nursery</td>
</tr>
<tr>
<td>Karen Kerr</td>
<td>Child Development Officer</td>
<td>SVQ 2 &amp; 3</td>
</tr>
<tr>
<td>Nadeen Stewart</td>
<td>Child Development Officer</td>
<td>HNC</td>
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<tr>
<td>Job Share- Mon/Tue</td>
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<tr>
<td>Alternative Wed</td>
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<tr>
<td>Susan Millar</td>
<td>Child Development Officer - Term Time Worker</td>
<td>NNEB</td>
</tr>
<tr>
<td>Grace McKenna</td>
<td>Child Development Officer</td>
<td>SVQ 2 &amp; 3</td>
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<td>Job Share - Mon/Tue</td>
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<td>Alternative Wed</td>
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<tr>
<td>Brenda McSorley</td>
<td>Child Development Officer</td>
<td>HNC</td>
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<tr>
<td>Job Share - Thu/fri</td>
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<td>Alternative Wed</td>
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<tr>
<td>Mary McDougall</td>
<td>Child Development Officer</td>
<td>NNEB &amp; HNC in Child Protection</td>
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<tr>
<td>Job Share - Mon/Tue</td>
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<tr>
<td>Alternative Wed</td>
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<tr>
<td>Charlene Brown</td>
<td>Child Development Officer</td>
<td>HNC</td>
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<tr>
<td>Job share - Thurs</td>
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<tr>
<td>Friday Alternative Wed</td>
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<tr>
<td>Jade Quinn</td>
<td>Child Development Officer</td>
<td>HNC</td>
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<tr>
<td>Nicola Thom</td>
<td>Child Development Officer</td>
<td>HNC &amp; Fire Warden for Nursery</td>
</tr>
<tr>
<td>May Brown</td>
<td>Child Development Officer</td>
<td>HNC</td>
</tr>
<tr>
<td>Lyndsey Brown</td>
<td>Child Development Officer</td>
<td>HNC</td>
</tr>
<tr>
<td>Louise Bridgewater</td>
<td>Child Development Officer</td>
<td>HNC</td>
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### Names and Job Titles of Our Staff Members cont

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<thead>
<tr>
<th>Staff Name</th>
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<th>Qualifications</th>
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<tbody>
<tr>
<td>Gillian Nicolson</td>
<td>Child Development Officer</td>
<td>HNC</td>
</tr>
<tr>
<td>John McFarlane</td>
<td>Janitor</td>
<td>Manual Handling &amp; COSSH</td>
</tr>
<tr>
<td>Liz McArthur</td>
<td>Family Health and well being worker</td>
<td>SVQ Level 3</td>
</tr>
<tr>
<td>Jean Gannon</td>
<td>Cleaning Supervisor</td>
<td>Manual Handling</td>
</tr>
<tr>
<td>Margaret Marshall</td>
<td>Cleaner</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Allan</td>
<td>Cleaner</td>
<td></td>
</tr>
<tr>
<td>Mary Calder</td>
<td>Cleaner</td>
<td></td>
</tr>
<tr>
<td>Joan Ahern</td>
<td>Catering Assistant.</td>
<td>Elementary Food Hygiene &amp; Load Management Awareness</td>
</tr>
<tr>
<td>Betty Marshall</td>
<td>Catering Assistant</td>
<td>Elementary Food Hygiene &amp; Load Management Awareness</td>
</tr>
<tr>
<td>Simone Braun</td>
<td>Clerical</td>
<td>SVQ 3-Business Administration</td>
</tr>
</tbody>
</table>
In our Establishment we aim to offer the highest quality service

Mission Statement;
At Molendinar Family Learning Centre we seek to encourage and enable all children to take full advantage of the learning opportunities offered by pre-school education. We seek to provide a safe, welcoming and supportive environment and aim to help children to become successful learners, confident individuals, responsible citizens and effective contributors to society. We will provide our youngest children with a curriculum which is suited to their needs and based on national and local guidelines.

Our Aims:

- To be supportive and respective towards parents/carers as main educators and to work in partnership with all stakeholders.
- To value and respect the rich variety of families, homes and cultures represented in our centre.
- To promote a safe, welcoming and supportive environment.
- Our curriculum will be responsive to the needs and abilities of each child and will be provided in a safe and caring environment in partnership with parents/carers and the community.
- To maintain and improve a high standard of provision through continuous professional development for staff.
- To support our youngest children and provide them with sensitive and respectful approaches to their care and development.
- To provide experiences in the range of curricular areas which support the development of the four capacities of a Curriculum for excellence
Non Denominational Policy of the Centre

The centre is non-denominational. We respect and welcome children and parents/carers of all religions, faiths and beliefs.

Our Equal Opportunities Policy

Molendinar Family Learning Centre is committed to promoting equal opportunities and be anti-racist, anti-sexist, multi-cultural and recognise the rights of both men and women to work or to care for children. Provision should take account of the needs of children with additional support needs or chronic illnesses. These principles are reflected in the criteria used to admit children to the centre and in the curriculum of all the establishments. The Centre is committed to providing race equality to all children and their families who have equal access to verbal and written communication. We aim to promote equality and ensure that racism has no place in the Centre. The nursery caters for both boys and girls.

Data Protection Act 1998

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please speak to a member of the management team.

The 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 including: The 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 reasons for decisions made by it.
The legal right of access includes all types of “recorded” 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. Further information is provided on the Glasgow City Council website. Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.
Dealing with Racial Harassment
The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, and nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.
In 1999 the guidelines, 'Dealing with Racial Harassment' were issued to assist all teaching staff in dealing with such incidents.
The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.
Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

Bullying
Bullying behaviour will not be tolerated within Glasgow City Council’s educational establishments. All children in Glasgow’s educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Schools).
In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments.
All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

Working Together to Promote Positive Behaviour
Our curriculum is planned to promote consideration, care and kindness and to develop the ability to co-operate and share. The children are also helped to understand what is acceptable behaviour from themselves and other children. At Molendinar Family Learning Centre we understand that your child may show challenging behaviour. You can be sure that staff in the centre will intervene and deal with your child in a caring and sensitive way. Staff will then gently explain to them that the behaviour they are displaying is not acceptable. We will ask for your help to encourage them to be more aware and sensitive to the needs of others.
National Care Standards for Early Education and Childcare.

As a registered nursery with Glasgow City Council and the Care Commission, we are obliged to keep in line with the National Care Standards issued by The Scottish Executive.

We are registered to care for 21 children; 0-2 years, 40 children; 2-3 years and 60 children 3 years to primary school age.

National Care Standards for Early Education and Childcare.

The standards will be used to monitor the quality of services and compliance with the Act and the regulations.

In Scotland Local Authorities have a duty to ensure there is a free, part-time nursery place to all three and four-year-old children whose parents/carers want one. The funded hours are usually delivered over five sessions per week (each of around 2.5 hours) over the school year, although some authorities do have slightly different arrangements and a few providers cannot always offer the full five sessions a week. Parents/carers who want fewer than five sessions per week, or need a special pattern of sessions (perhaps to fit in with their job), should discuss their needs with either the head or depute, although variations cannot always be accommodated.

Parents who wish to send their child to pre-school before they are three years old should also discuss this with the head or depute. If there are places available, we may accommodate this, although parents/carers may be required to meet the costs.

Pre-school education has two inspection reports:

- a care-focused inspection by Care Commission staff and
- an education-focused inspections by Her Majesty’s Inspectorate of Education (HMIE)

CARE COMMISSION:

They regulate over 15,000 care services each year.

Over 320,000 people in Scotland use care services -

- 39.7% are provided by childminders,
- 29.2% are day care of children services, and
- 11.2% are residential care homes.

They regulate a wide range of services for adults, children and independent healthcare, and provide healthcare advice.
Molendinar Family Learning Centre

They make sure all registered care services in Scotland provide quality care services. They also try to make sure that people, who use care services, and their families and carers, know what to expect from a good quality service.

Their care service list holds information on all registered care services in Scotland, including all inspection reports and details of any complaints or enforcements.

For further information you can speak with a member of the management team or access information online at; **www.carecommission.com**

**HMIE:**

HMIE also inspect the nursery and reports on the quality of education in pre school centres, primary schools, secondary schools, special schools, community learning and development services, colleges and residential educational provision. They also inspect the education functions of local authorities such as Glasgow City Council and carry out joint inspections of services for children with care commission.

What are the principles of inspection?

The inspections:

• assure the public about the quality of education provided;

• promote improvement and successful innovation; and

• contribute to the Scottish Government's measures for improvement in public services.

For further information you can speak with a member of the management team or access information online at; **www.hmie.gov.uk**

We also produce an annual Standard & Quality Report and an Improvement Plan in line with local education authority requirements. Any parent/carer wishing to read any of these reports should speak with a staff member. These reports gives parents/carers and the wider community a chance to hear more about the strengths and successes of the nursery.

The Nursery continues to offer children a wide range of learning experiences and has an Accreditation as a Health Promoting School & is a Smile 2 Nursery.
The nursery is also registered under the National Eco Schools programme and is committed to improving the environment within the context of the daily curriculum and a Curriculum for Excellence. At present we have achieved our Green Flag.

We are working towards becoming a fair-trade nursery at present. Fair trade makes sure that farmers and producer organizations get a fair and stable price for their products to help them support their families and invest in a better future.

Every year we have continued our good work in Enterprise, being awarded a diamond award each time, which demonstrates that the nursery has taken every opportunity to ensure the children get maximum benefit from their learning opportunities.

**Quality Indicators and Evaluation**

All staff have been involved in evaluating our service and over the course of several staff meetings we have discussed in great depth each area. Our evaluation is based on the Quality Indicators taken from “The Child at the Centre 2”. Not only are the views of parents/carers important but the staff who provide the day to day care for the children. The staffs have a great deal of experience and knowledge and it is through them that the nursery will continue to develop and grow from strength to strength.

For further information you can speak with a staff member who will be happy to explain the document to you in more detail.

**How we Promote Learning**

*Curriculum for Excellence- Bringing learning to life and life to learning*

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the nursery and with other nurseries, to share best practice and explore learning together.

Glow, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow. Teachers and practitioners will share information to plan a child’s “learning journey” from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. We will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.
Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy - the language and numbers skills that unlock other subjects and are vital to everyday life. It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy and from 2012/13, new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the nursery is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

**Under 3's Curriculum:**
Pre-birth to three: supporting our youngest children provides advice and guidance for all those whose work involves caring for babies and very young children. It explains that the period between pregnancy and three years is increasingly seen as the critical period in shaping children's life chances, based on evidence from brain information, communication and language development, and the impact of relationships formed during this period on mental health. Babies and young children need to feel loved, secure, happy and cared for in safe and healthy environments and it recognises that the care and wellbeing of children should be the concern of everyone.

Pre-birth to three: supporting our youngest children recognises that all children deserve the best start and that children's earliest experiences usually take place within the family and that parents/carers have a deep and unique understanding of their own child, which can be shared when the child is cared for by others. Many children spend time being cared for outside the home, for example by a childminder, or in a nursery or family centre. Many children attend a playgroup or a parent and toddler group. Many children also experience the involvement of health visitors, doctors or social workers in their lives.

Pre-birth to three: supporting our youngest children takes into account the many different situations that young children may be in. It emphasises the need for having guidance that sets
out key ideas about how the important adults in children's lives can best care for them. It is not a handbook and does not give lists of ideas.
Instead, it illustrates examples of how children can be cared for and encourages the adults who work with children to think about the ways in which they work not only with children but also with parents/carers.
Pre-birth to three: supporting our youngest children describes how babies and young children can best be cared for as they begin to learn about themselves and the world around them. It shows how this is most successful when adults are aware of the important role of four key principles of effective practice. These four key principles are very closely linked:

- Relationships
- Responsive Care
- Respect
- Rights of the Child

**Relationships**
Relationships are important. They provide the starting point for young children's development and learning. Relationships are built as we get to know, trust and understand one another. For example, good relationships begin between parents and other carers when parents knowledge, skill and experience are valued and where everyone shares what they know. This could be sharing how babies like to be held when they have their bottles, or about a child's favourite toy, song or game

**Responsive Care**
Responsive Care means knowing, accepting and respecting each child as an individual, for example, by listening with interest and affection when a child is telling you about something that is important to them, or by talking, singing and smiling at a baby whilst changing its nappy.

**Respect**
Each child is an individual person who has the right to be treated with real respect at all times, for example, by valuing children's friendships, by making sure that we spend time with each child so that they know they are important and by helping children to understand ways to behave.

**Rights of the Child**
Children's rights are defined in many ways, including a wide spectrum of civil, cultural, economic and social and political rights. The nursery aims to encourage children's awareness of this issue.

More information about Pre-Birth to three: supporting our youngest children or a curriculum for excellence:
If you have any questions about what you have read about the curriculum’s, or about any aspect of your child’s wellbeing, you should talk to staff members who care for your child. They will be able to show you a copy of the national guidance Birth to three: supporting our youngest children & A Curriculum for Excellence guidance. Ask them to share with you how they use these documents and to explain how it helps them support your child.

We promote learning in our nursery by:

1. **Planning clear goals for children’s learning.**
   These are designed to match the needs and achievements of all children.

2. **Through observation of children at play.**
   By using this procedure our staff become aware of how and what your child is learning.

3. **Keeping day-to-day records of observations and assessments.**
   This enables us to plan learning experiences, which take account of the children’s needs and developments.

4. **Using reporting as a means of promoting partnership with parents.**
   You may discuss your child’s progress formally or informally with any member of staff. We encourage you to ask questions relating to your child’s progress and to share any information, which you feel is relevant with us.

5. **Assessing children’s development and progress.**
   In doing this we aim to take account of all your child’s needs i.e. physical, social, emotional, aesthetic and educational development. Our assessment is a continuous process, which is carried out by observing, listening and talking to your child in the course of everyday activities.
   You will be invited to take part in the assessment of your child by means of informal chats and if necessary in more formal circumstances.
   We wish to emphasise that your child’s own progress is the basis of our assessment, rather than his / her progress in relation to other children.

   Early years education is about learning, playing, exploring and having fun. Your child will be encouraged to do all these things with friends and on their own. They will be able to choose from a wide range of experiences and activities. The staff are trained to create opportunities for play and learning to help your child’s development.

   By getting to know your child well, staff work effectively with parents and carers to lay the foundations for learning. Your child will benefit from the experience of being at the nursery which will help them prepare for primary school.
Supporting Children with Difficulties

Children may experience problems in learning for a variety of reasons. Additional support needs are identified through observation and assessment by staff and through discussion with parent/carer. Where appropriate, the child’s needs will be investigated further by referral to specialist support services.

A range of additional support is available and targeted according to the child’s needs. This may include additional support for bilingual children and gifted and talented children, as well as support for pupils with speech and language difficulties, learning difficulties and emotional or behavioural problems.

We have a significant role in meeting children’s additional support needs and this is taken into account across all aspects of the nursery. This includes:

- developing a positive climate in the nursery, ensuring that children feel welcome and involved
- making adjustments to the learning environment, for example, improvements to acoustics or physical access
- providing an appropriate curriculum
- Ensuring an effective approach to teaching and learning.

Additional support for learning is provided where required and this may include adult support in class, support from other staff in school and support from specialist services and agencies according to a child’s needs.

If you think your child has an additional support need you can either speak with your child’s keyworker or the head of centre Allyson Murray.

English as an Additional Language

Throughout Glasgow, there are many pupils for whom English is an additional language. Some of these pupils may require extra help to develop the English language skills required to access the curriculum and reach their potential. Support for these pupils is available through the English as an Additional Language Service.

The service works in partnership with schools, homes and other agencies to support pupils in early years, primary, secondary and special schools. The service can provide advice and/or in-service training for a range of professionals including Teachers and Managers in schools.

Handbook Update April 2013
Age range of children in the establishment

The Nursery is open to children from the age of 6 weeks to 5 years.

At present we have:
- 18 AM & 18 PM places in the under 2's. 9 of which we can accommodate full time.
- 30 AM & 30 PM places in the 2-3's. 15 of which we can accommodate full time.
- 56 AM & 56 PM places in the 3-5's. 20 of which we can accommodate full time.

Hours of Opening

The Centre is open from 7.30am to 5.30pm Mondays to Fridays.

Daily Sessions

Morning Session 8.30am to 11.30am.

Afternoon Session 1.00pm to 4.00pm.

The Centre can also offer full day/ part day hours to suit your requirements. Please speak to the Head of Centre.

Length of Year Including Holidays

The Centre is open 50 weeks of the year and closes only on public holidays, in-service days and at Christmas / New Year. We will notify you of exact dates beforehand.

Charges rates for August 2012

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<td>Hourly rate</td>
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<td>Low Income Rate</td>
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<td>UK Student/Trainee Rate</td>
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<tr>
<td>2 children at nursery</td>
<td>£2.23 per hour (1st child) £1.78 per hour (2nd child)</td>
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<tr>
<td>3 children at nursery</td>
<td>£1.42 per hour (3rd child)</td>
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Handbook Update April 2013
<table>
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<tr>
<th>Children from outwith Glasgow</th>
<th>£3.35</th>
</tr>
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<tbody>
<tr>
<td>Exemptions from charges:</td>
<td>Children admitted under Band 1 will be exempt from nursery fee charges.</td>
</tr>
</tbody>
</table>

**Arrears**

Where a parent/carer is 4 weeks in arrears of payment, a review of the hours allocated will take place. This will, unless in the most exceptional circumstances, result in hours being reduced to statutory entitlement for eligible 3 and 4 year olds, or in the case of children under 3 years old the place being withdrawn. This will be confirmed to the parent/carer in writing.

**Admission to Nursery**

All nursery places are allocated in line with Glasgow City Council’s Admissions Policy and the nursery staff will be happy to advise you how this policy operates when you apply for a place for your child. A leaflet detailing the Council’s policy is also available from us. An admissions panel will meet at regular intervals throughout the year to decide how nursery places will be allocated.

A register of all applicants will be kept by the head of establishment and the information contained in the applications will be considered by the admissions panel to assist in the allocation of places. Application days are arranged once a month within the nursery and staff will be available if you require support in completing an application form.

Only children in their pre school year and ante pre school are guaranteed a free, term-time, part-time place (three hours per day) within either a Glasgow City Council nursery or a partnership nursery. Due to the level of demand for some nurseries it can not be guaranteed that this will always be in the nursery of the parent/carers first choice. Please note that the length of time a child’s name has been on the register will not affect the child’s priority for admission.

If circumstances change which affect the application you should speak to the head of centre. The head of centre may use her professional discretion to allocate a place(s) in an emergency situation. The allocation of this emergency placement does not automatically mean that this place will be awarded on a long term basis.
Enrolment Procedures

Parents/carers will be informed by letter when a place becomes available for their child. The letter will request that they bring their child to visit the Nursery on specific dates as part of an Induction process.

During the first visit, the parent/carer will be asked to complete an Enrolment Form and condition of placement form which will mean that their child has officially been allocated a place. Starting date, time and procedures will be supplied to parent/carer when enrolment procedure has been completed.

Parents/carers requesting to change a child from afternoon to morning may only do so if there is a place available.

All requests for a change must be made in writing and addressed to the Head Teacher.

Parents/Carers who wish to give up their nursery placement must give at least 4 weeks notice in writing and changes from a full-time placement to part-time placement may only be granted at the end of each term.

Where there has been no response to a placement offer within a period of 14 working days, the placement will then be offered to the next eligible child.

All places allocated within the nursery will be subject to 6 monthly reviews. The review will consider changes in circumstance. Where a family’s circumstances have changed, resulting in a change in banding priority, the placement allocated will be reviewed accordingly.

Is attendance at the centre compulsory?

Attendance at pre-school education is not compulsory, but we are certain that children derive the greatest benefit from nursery education when they attend regularly. Where any child is absent from a Glasgow City Council nursery the head of centre will follow up the reason for this absence in line with current child protection procedures. When your child is absent for a period of 6 weeks, for any reasons the place will automatically be subject to review and may be withdrawn.

When should your child not attend nursery?

If your child is unwell, it is usually best to keep him/her at home rather than in a busy nursery. Very often children say they want to come even though they may have been sick during the night. Judge carefully. Children do not get the best out of the nursery, nor are they able to give their best, when they are feeling under par. If your child is unwell, please keep him/her at home and notify us by telephoning (0141) 770-7692

Glasgow City Council Policy is your child has to be free from Sickness and Diarrhoea for 48 hours from the last time they have been sick or had Diarrhoea before coming back to Nursery.
If You're Child Becomes Ill at nursery
If your child becomes ill whilst at nursery, staff will contact parent/carer immediately and keep the child comfortable until parent/carer arrives. If we cannot contact you we will contact the emergency contact number given to us at enrolment.
If it is felt that the child requires medical attention urgently, then he/she would be taken to the nearest hospital casualty department. If your child is absent due to long term illness (over two weeks) you should notify the head of centre so that a decision can be made on whether charges should be applied. Parent/carer will be required to provide evidence e.g. doctor's statement.

What do you do if your child is unable to attend?
If your child is unable to attend for any reason other than illness, the procedure is the same. We have a duty of care to any child enrolled with us and we require to keep a register of attendance.

Non-attendance
Continued or serious non-attendance may result in the child losing their placement.

Minor accidents and Upsets
Minor accidents such as bumps and bruises are normally dealt with by your child's key worker and recorded in the accident book. It is the Centre's policy to contact a parent/carer if your child has had a bump to the head and will be looked at by one of our First Aiders who are in place at the Centre.
First aid boxes are kept in the office and in each of the main play rooms.

First Aiders
Gail Kelly, Angela Collins, Gillian Nicholson and Jacqueline Smyth

Visits to the establishment by medical staff
Visits by medical personnel can be arranged on parental request. On occasions an orthoptic technician may visit to check eyesight. You will be asked to sign a consent form prior to this visit.
A member of the dental team shall visit routinely and assist children with toothbrushing. Your permission will be asked before this oral hygiene programme is carried out.

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Medication

Please ensure that the nursery has all the relevant medical information about your child. Please be assured that shared information about your child is confidential.

If your child is in need of medication during his/her time at nursery you should discuss his/her requirements with the head of the nursery. Prescribed drugs will be given at the discretion of the head of the nursery and you will need to fill in a form which authorises nursery staff to administer the drugs to your child. This form is available from the nursery office.

If your child suffers from asthma you must tell the head of the nursery if there are any activities or specific circumstances which are likely to bring on an attack.

If your child suffers from epileptic attacks you must tell the head of the nursery what emergency treatment to give.

Homeopathic medicine can also be administered if correctly labelled with instructions.

Taking children to and from the centre:

Every child must be collected from the centre by a named adult who must be over 16 years of age. Your child will not be entrusted to a person not known to centre.

It is your responsibility to inform the centre of alternative arrangements for the collection of your child. In line with our child protection policy parents/carers must provide a password to both the staff and adult collecting the child. Without this password we cannot allow the child to be taken from the centre.

For health and safety reasons could parents and carers:

- Park in the first car park as you enter the grounds, do not park in the car park nearest the nursery as this is a staff car park.
- Ensure that you use the pedestrian pathways to come along to the Nursery rather than cross the car park with the children.
- Wherever possible try to share transport to and from the Nursery to reduce the amount of cars using the drop off and pick up zones. Car parking can be a real problem at the nursery.
Transition

Transitions concerns the changes a child encounters from one place to another, e.g. from home to nursery, changing units within the nursery setting, attending more than one childcare provision (or childminder) and starting school. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations. We aim to work in partnership with parents/carers, practitioners from other settings and/or childminders and school staff to share information about the child and what support he or she may need. We offer support and understanding to the period of adjustment required by children and parents/carers as they adapt to change.

Transition from home to nursery

Staffs are sensitive to the needs of children and parents/carers when they first start to attend nursery, and have much experience in this area. Staffs understand that all children settle differently in their own time and the nursery is able to accommodate the differing needs of individual children.

We encourage you to explain to your child that you will be taking him/her to nursery. If you are worried about how your child may settle, try not let him/her sense your anxiety. Talk about coming to nursery together and the enjoyable time he/she will have.

Be guided by staff when to leave your child. When your child first starts, you may wish that they gradually build up to full attendance, either by sending them for fewer sessions than you had sought, or for, initially, part of a session. In either case it is important that staff are fully aware of your intentions.

Once your child is settled try to collect him/her in good time. Your child will feel very insecure if you arrive a long time after the other parent/carers.

If you have other commitments and can not settle your child into the nursery then it is acceptable that you choose a family member/friend to do this.

The transition between room bases

When it is felt by staff and parents/carers that a child would benefit from moving to the next age group (this can be dependent on both the age of the child and their stage of development), we support the child and parent/carer in the following ways:

- Settling-in sessions arranged with the new room and with both old and new key persons
- Welcome pack to the new unit provided (if appropriate)
- Key people liaise with each other and share information, e.g. children’s folders
- Where possible, children will be moved with their peers so they are accompanied by friends
- Parents/carers are shown around the new room.

Handbook Update April 2013
The transition from nursery to school

We recognise that starting school can be a worrying time for children and their parents/carers, and the more that can be done to ease this transition, the more positive an experience it will be for all involved.

We invite teachers/support staff to visit the child at the nursery and make direct contact in particular where there are concerns about a child’s behaviour or development.

Mid-way through the Summer Term, pre-school Nursery children will be invited to attend short sessions in the Primary 1 classroom.

Opportunities will be made for Nursery children to meet the P6/7 children who will be their buddies during their Primary 1 year. Parents/carers will be informed of the transition timetable.

The digital camera will be used to record transition activities and displayed in the Nursery area.

Below is contact details of schools within area children normally transfer to;

Wallacewell Primary School  St Philomena’s Primary School
305 Standburn Rd  21 Robroyston Rd
Glasgow  Glasgow
G21 3RH  G33 1EA
557 5041  770 4134

Royston Primary School  St Roch’s Primary School
102 Royston Rd  267 Royston Rd
Glasgow  Glasgow
G21 2NU  G21 2BS
552 2872  552 0010.

Meals and snacks

Most children attend the centre for half a day, therefore meals are not generally provided. However, some children may attend on a full time basis and in those circumstances a two course nutritionally balanced meal is provided by Cordia at the price of £1.15 per day.

A snack is also provided both a.m. and p.m. for children at a charge of £0.25p per snack. Children attending the centre between 7.30a.m. & 8.30a.m, can also be provided with a breakfast at the cost of £0.50p per day.

Snacks and the Promotion of Healthy Eating

Please do not bring crisps, sweets or drinks into the centre with your child as this can cause upset and distress to the children when these items have to be removed before they enter the playrooms. Also we can have children and staff within our establishment who have allergies we have a duty of care to these people to provide a safe environment for them to work and explore.
as and when they attend the centre we prefer to keep these items for special occasions e.g. Christmas/Easter parties. Sticky fingers soon mess up books, puzzles and toys. We promote healthy eating by providing fresh fruit, milk and water for snacks, which is free of charge. Children are encouraged to be independent and to help themselves to snacks. The nursery follows the Scottish Executive’s Nutritional Guidance for Early Years. Individual likes and dislikes cannot be catered for, but please advise the nursery if your child has a medically identified allergy to a particular food or to milk or if your child cannot eat certain foods for cultural reasons.

**Suitable Clothing**

Children will be encouraged to dress themselves. Children have the best fun when they are doing messy work. We will always try to make sure they wear aprons but accidents happen, so please dress your child in suitable clothes and that your child has a change of clothes from the home on their peg. Please also make sure your child has suitable outdoor clothing such as Wellington boots for play in the garden or in case a trip is planned. There are forms of dress which are unacceptable in the nursery, such as clothing that:

- Potentially, encourages faction (such as football colours Not Permitted in Glasgow City Council educational establishments);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, Jewellery ;( Is not permitted in Glasgow City Council Establishments when Physical education is offered, as stated in Glasgow City Councils Health and safety code of practice “**Personal effects (e.g. Jewellery, body piercings, items of religious significance, watches, hair slides and belts constitute a hazard and may cause injury if worn whilst participating in physical Education and MUST BE REMOVED**”. In February 2013 this policy was updated in regards to early years establishments. Early years and Health and safety agreed that Early Years establishments could risk assess wearing Personal effects (e.g. Jewellery, body piercings, items of religious significance, watches, hair slides and belts) and as physical play is a large part of implementing the Curriculum within Early Years establishments and is widely available several times a day that No Jewellery such as Earrings, Necklaces, Bangles, Rings and Watches and large hair slides WILL NOT BE PERMITTED AT ANY TIME within Molendinar Family Learning Centre. **Refusal to comply with this policy may result in your child being refused entry to our centre**

- are made from flammable material for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other children or be used by others to do so.

Under no circumstances will children be deprived of any educational benefit as a result of not wearing clothing conforming to the nursery’s dress code policy, unless it conflicts with Glasgow City Councils Health and safety Code of Practice in relation to early years establishments.
Please mark all items including footwear with your child’s name.

Any child who does not have a change of clothing will have their parent/carer contacted to supply a set immediately down to the nursery as we no longer have spare clothing in stock.

**Molendinar F.L.C. Uniform**

The parent’s have a task group in which they have introduced a nursery uniform. This consists of a yellow polo shirt and red sweat shirt, both with the Molendinar badge. The prices are reasonable and overall quality is good. This uniform is not compulsory for children attending the centre, however if you would like to order one you can speak to a member of staff who will direct you to the person currently responsible within the parents group.

Prices are as follows

- Polo shirts £6.40
- Sweatshirt £6.55

**Insurance**

Sometimes children like to bring something special or new to nursery for their friends to see. However parents/carers should ensure that valuable items are not left at nursery, particularly as Glasgow City Council has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the authority can be shown to have been negligent.

**Excursions and Consent Forms**

When outings or excursions for children are planned, a member of staff will advise you in advance. You will be asked to complete consent forms which give your permission for your child participation in any outdoor activity. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/carer.

**Photographs**

On certain occasions the nursery and/or a photographer may be present at some of the venues to take pictures of children at work for use within the nursery and local press and/or Council publications. If you do not wish this to happen please inform the staff and/or head of centre in writing.

**Transport**

Transport is not normally provided for children attending early year’s establishments. The Council may, however, provide transport to and from nursery for children with additional support needs who may require to travel some distance to take up their placement.
Emergency Closure Arrangements
The nursery will be opened on the times already outlined, but on some occasions circumstances arise which mean the nursery has to close. Establishments may be affected by, for example, severe weather, transport problems, power failures or difficulties with fuel supplies. If this happens we will do all we can to let you know about the details of closure and re-opening. We may keep in touch by telephone, notices in local shops and community centres, announcements in local churches, in the press and on local radio.

Register of Applicants
The Head of the establishment will keep a register of all applicants and the information contained in the applications will be considered by the admissions panel to assist in the allocation of places.

Please note that the length of time a child’s name has been on the register will not affect the child's priority for admission.

Accommodation for Parents
Parents/carers are always welcome at the centre and we like to encourage parents to be part of the centre wherever possible. The Parents/carers room is located before the entrance to the 3-5's corridor on the left hand side. Parents are welcome to make use of this room during the centres opening hours.

Parents Group
Below is an example of some of the groups/classes taking place at the centre for parents/carers

* Brush up on your maths.  * Introduction to computing  * Sewing group
* First Aid  * Keep-Fit  * Aromatherapy
* Art & Craft  * Discussion groups/info sessions  * Beauty Therapy
* Food Hygiene Courses  * Healthy cooking

No Smoking Policy
Smoking is not permitted anywhere in the centre. Anyone wishing to smoke must leave the centre grounds.
Tooth brushing Programme

Children’s dental health in Glasgow is the worst in Europe. Molendinar FLC is a Smile Nursery. By this we aim to promote good oral health in the centre by participating in the tooth brushing programme. The centre’s tooth brushing programme is a way to teach children from an early age about the importance of tooth brushing and get them accustomed to regular tooth brushing, skills and knowledge, which they will hopefully remember for life. Children of all ages are involved and we aim to brush the children’s teeth both am & pm everyday. Please let staff know if you do not wish your child to participate in the tooth brushing programme.

Child Safety / Child Protection Policy

At Molendinar FLC we ensure policies and procedures are in place to ensure children are protected, for this we use Management Circular 57: Child Welfare and Safety document. Staff at the nursery are trained in the use of this document. Through curricular learning experiences we implement active programmes of health and personal safety. This helps children have a clearer understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- Ensuring that children are respected and listened to.
- Ensuring that programmes of health and personal safety are central to the curriculum.
- Ensuring that staffs are aware of child protection issues and procedures.
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Should any parent/carer or member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the Head of Establishment, or the Depute, after judging that there may be grounds for concern regarding the welfare or safety of any pupil they must then immediately advise the duty senior Social work services area office of the circumstances.

Attached is a copy of the public display notice from Management Circular 57, Child Welfare and Safety.

The Designated Child Protection Officer at Molendinar F.L.C. is Jacqueline Smyth.

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**Links with Other Agencies**

Whenever there are concerns about a child’s social, emotional or intellectual development, parents are encouraged to share these issues with their child’s keyworker or a member of the management team.

Our nursery has links with Psychological Services, Pre-5 Support Team, Health Service Professional and Social Services, and if it was felt to be desirable to seek the help of specialist agencies, we can establish links. Links will not be made without parents/carers prior knowledge and consent unless it is a child protection issue.

**Fundraising**

There is a voluntary fund usually known as the “toy fund” and you will be asked to donate £1. This money is used for extra toys and equipment, or for special treats like Halloween and Christmas parties and trips to parks etc. Other fund raising is usually decided at parent/staff meetings and usually for something specific like outings to the sea side, transport museum, zoo and other places of interest or for toys at Christmas. Funds are normally raised by staff and parents having local dances, bingo, tombola, raffles etc. The details of this fund are available for parents to inspect by asking Allyson Murray, Head of Centre.

We have also put together a fund raising committee which consists of parent/carers and staff who meet regularly to discuss successful ways of raising funds if you are interested in joining or have any fantastic ideas we would love to hear them you can speak to any member of staff who will direct you to a member of the fundraising committee.

**Suggestions, Concerns and Complaints**

We hope you will enjoy your child’s time at our Nursery and we welcome comments or suggestions, which could help us to improve our service.

However, we are aware that difficulties can occur from time to time and if you feel you have a reason to complain, then please follow the procedure outlined below.

Please use the open door policy and speak to the person in charge of the Nursery. If you prefer, an appointment can be made to speak to the head of centre in private. You should speak with the head of centre in the first instance.

If the head of centre does not resolve the issue to your satisfaction, you should contact our customer liaison unit who will:

- Take a totally neutral stance in fully investigating your complaint;
- Acknowledge your receipt of your complaint within 5 working days;

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o Give a full written response within a further 10 working days, unless another timescale has been agreed.

The customer liaison unit can be contacted by phone, or E-mail:

Phone: 0141 287 5384
E-Mail- education@glasgow.gov.uk

Parents/carers are also able to contact the Care Commission or education office directly with a complaint, if they so wish. The local address and telephone number this is:

Mr John Butcher
Education Officer
Education Department
Glasgow City Council
City Chambers East
40 John Street
Glasgow
G1 1JH
Tel no: 0141-287-4573

Care Commission
Central West Region
4th Floor
1 Smithhills Street
Paisley
PA 1EB

Where care has been taken to ensure that information contained in this handbook is true and correct at time of printing, changes in circumstances after the time of printing may impact on the accuracy of this information.