

**Parent and Carer’s Guide**

**2023-24**

Last Updated; 15.09.23

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These Vision, Values and Aims are currently under review – August 2023

**Our Vision**

Is to provide a safe, nurturing and stimulating learning environment for children to thrive. To strive to be a reflective, progressive and inclusive setting providing high quality care and education supporting the needs of our children.

For children to have the opportunity to explore, grow, develop socially and are encouraged to contribute, achieve and fulfil their potential.

**Our Values**

To ensure all service users are valued and supported. To celebrate and respect diversity, individuality and support inclusiveness. For children, Parent’s/Carer’s and staff to give and receive respect and have good manners. To empower children by recognising and celebrating their successes and achievements. To promote and encourage a healthy and active lifestyle.

**Our Aims**

To provide children with a breadth of experiences and opportunities. To support and encourage independence, provide opportunities for “risk-taking” to develop foundation for future learning. To provide an outdoor learning environment which allows children to interact with the elements around us and help them to gain an understanding of the world we live in.

To help children become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. (Curriculum for Excellence);

To form good links between children, Parents/Carers, Staff, Childcare Professionals, School, Nurseries and the Community.

To provide parents with the opportunity to be involved and contribute to the development of their child’s experience and to the setting.

To support transitions with parents and children for onward progression.

For Staff to be valued, have a sense of achievement and fulfil their potential whilst continuing to enhance their professional development.

 Updated; April 2019

**What we stand for**

**A – Achieving**

**L – Learning**

**F – Friendship**

**O – Opportunity**

**R – Respected**

**D – Dignity / development**

**P – Partnership**

**L – Life skills**

**A – Active**

**Y – Your voice/your choice!**

**G – Guidance**

**R – Responsibility**

**O – Our World/ opinions**

 **U – Unique – Valued for your individualism**

**P – Praise and participation**

**Welcome to Alford Pre-School!**

The Staff and Committee would like to welcome you and your child to Alford Pre-School and hope that you enjoy your time with us. This booklet provides a brief summary and information on our setting provision

**A little about us…..**

Alford Pre-School has provided early learning provision for over 50 years, with the underlining principles of fun, friendship and learning in a safe and stimulating environment continuing to be at the heart of our ethos. As a Registered Scottish Charity, we are run by a Voluntary Committee comprising of parents/carers of children attending setting together with interested parties.

We are a Partner Provider for Aberdeenshire Council providing provision for funded places for early learning. We work together with Aberdeenshire Council Development workers and Early Years Principal Teachers who regularly attend sessions to support and enhance children’s learning.



We are registered with the Care Inspectorate who carry out inspections and grade the quality of our setting. Our most recent inspection, April 2018, grades are as detailed below and you can view our full inspection report by clicking on the following link;

file:///C:/Users/alfor/Downloads/InspectionReport-296785%20(6).pdf

Quality of Care and Support 5 Very Good

Quality of Environment 5 Very Good

Quality of Staffing 5 Very Good

Quality of Management and Leadership 4 Good

HMI Education Scotland is a Scottish Government executive agency responsible for supporting quality and improvement in Scottish Education. Carrying out inspections in early learning and childcare, HMI Education Scotland aims to promote improvement in early learning and childcare settings and successful innovation that enhances children’s learning and development.

Our most recent summary inspection findings (SIF), August 2017, can be viewed by clicking on the following link;

[https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=1374](https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=1374)

**Learning Provision, Frameworks and Guidelines**

Our setting applies the following frameworks, guidelines and policies to support and enhance children’s learning and development.

**Curriculum for Excellence** is the framework for 3yrs to 18yr olds which places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.

The four capacities are aimed at helping children and young people to become:



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

Curriculum for Excellence provides a broad general education for all which includes well planned experiences and outcomes across the curriculum. The broad general education has five levels (early, first, second, third and fourth) applying the following curriculum areas:

* Health and wellbeing
* English and Literacy
* Numeracy and Mathematics
* Sciences
* Social studies
* Technologies
* Expressive arts
* Religious and moral education

Curriculum for Excellence Benchmarks set out clear statements about what learners need to know and be able to do to achieve a level across all curriculum areas. [Experiences and outcomes (](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/experiences-and-outcomes/)often called Es+Os) are a set of clear and concise statements about children's learning and progression in each curriculum area. They are used to help plan learning and to assess progress.

You can find more information on Curriculum for Excellence by clicking on this link; [https://education.gov.scot/education-scotland/scottish-education-system/policy-forscottisheducation/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc15/what-iscurriculum-for-excellence/](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/)

 **HMI Education Scotland** **How good is our early learning and childcare**? (2016) (HGIOELC) This framework provides a self-improvement tool using challenge questions based on the 15 quality indicators (QIs), which are organised into three key areas: Leadership and Management, Learning Provision and Successes & Achievements. This tool is used to ensure quality of provision and identify where improvements are needed to be made. Click on the following link for more information.

[https://education.gov.scot/nih/Documents/Frameworks\_SelfEvaluation/FRWK1\_NIHeditSelf -](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)

[evaluationHGIELC/HGIOELC020316Revised.pdf](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)



**Care Inspectorate Quality Framework** (2022)**.** This framework is a tool for self-evaluation of performance in delivering good care and learning for children. The framework supports settings to identify strengths and areas for improvement applying self-evaluation based on 5 Key Questions;

1. How good is our care, play and learning? 2. How good is our setting?

3. How good is our leadership? 4. How good is our staff team?

5. What is our overall capacity for improvement?

This quality framework focuses on children’s well-being and sets out the elements that help us answer key questions about the impact that care and learning is having on outcomes for children. Click on the following link for more information.

[https://www.careinspectorate.com/images/documents/6717/FAQs\_QF\_ELC\_June\_2022%2](https://www.careinspectorate.com/images/documents/6717/FAQs_QF_ELC_June_2022%20%281%29.pdf)

[0(1).pdf](https://www.careinspectorate.com/images/documents/6717/FAQs_QF_ELC_June_2022%20%281%29.pdf)

**Education Scotland Realising the Ambition “Being Me”** (2020) early years national practice guidance. This guidance explores the range of interactions, experiences and spaces we need to provide to support children to help them learn and grow best from their earliest days through to being a young child in early primary school. This increases expectations of high-quality provision within the early years sector and beyond. Click on the following link for more information.

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



 **Scottish Government National Care Standards** (2017) Sets out standards that you can expect when using health and social services in Scotland. These standards are applied by the Care Inspectorate for assessment during inspections of quality, safety and effectiveness of care.

Click on the following link for more information.

[https://hub.careinspectorate.com/national-policy-andlegislation/health-and-social-carestandards/](https://hub.careinspectorate.com/national-policy-and-legislation/health-and-social-care-standards/)

**Child Protection Guidance and Approach**

**National Guidance for Child Protection in Scotland** (2021). This guidance describes the responsibilities and expectations for all involved in protecting children and will support the care and protection of children. This guidance reflects the greater integration of child protection within the Getting it right for every child (GIRFEC) continuum and use GIRFEC language and core components to frame identification and proportionate responses to child protection concerns within the National Practice Model.

Click on the following link for more information.

file:///C:/Users/alfor/Downloads/national-guidance-child- protection-scotland-2021%20(4).pdf

 **Getting It Right for Every Child** Aberdeenshire (2021) (GIRFEC) is the national approach aiming to safeguard, support and promote children and young people’s wellbeing. This approach is embedded across by Scotland by the Scottish Government, Public Agencies, Third Sector Organisations, and Partner Providers. It ensures that families are supported by making sure children and young people can receive the right help, at the right time, from the right people.

Click on the following link for more information. <https://www.girfec-aberdeenshire.org/>

**Wellbeing (SHANARRI).** TheGetting it right for every child (GIRFEC) approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential. At home, in school or the wider community, every child and young person should be:

Safe Healthy Achieving Nurtured Active

Respected Responsible Included

These eight indicators (SHANARRI) help make it easier

for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support. Click on the following links for more information.

[https://www.gov.scot/policies/girfec/wellbeing-indicators-](https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/#:~:text=These%20eight%20factors%20are%20often%20referred%20to%20by,and%20if%20there%20is%20a%20need%20for%20support)

[shanarri/#:~:text=These%20eight%20factors%20are%20often%20referred%20to%20by,and%20i](https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/#:~:text=These%20eight%20factors%20are%20often%20referred%20to%20by,and%20if%20there%20is%20a%20need%20for%20support)

[f%20there%20is%20a%20need%20for%20support.](https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/#:~:text=These%20eight%20factors%20are%20often%20referred%20to%20by,and%20if%20there%20is%20a%20need%20for%20support)

 **Applying for Unfunded, Funded and Self-Funded Places**

Our setting operates a waiting list for children based on the date of enquiry and their date of birth. If you have enquired by email, phone or in person the information provided is held on our waiting list and dependent upon your child’s date of birth and date of your enquiry we shall contact you to advise when an unfunded place and funded place are available.

**Unfunded Places**

When is my child entitled to an unfunded place?

Unfunded places may be offered the term prior to your child’s funded place commencing. Places are subject to availability, are based on date of birth and waiting list place. Unfunded sessions are offered from 9am to 12pm and are currently £17.56 inclusive of snack\* \*Fees are reviewed and set by our committee throughout the year.

**Unfunded Fees**

Feesshall be issued at the start of each term by our Administrator. These shall stipulate session fees, dates of sessions attending and when payment is due. Details of payment methods will be made available and if you require to pay fees weekly, monthly or termly please complete the Unfunded Acceptance Offer Letter stating your preference. Please note that payment is still required if your child is absent during their session dates for any reason.

**2 Nurture Places**  these are provided on the basis of referral from Aberdeenshire Council.

**Funded Places**

We provide funded places in conjunction with Aberdeenshire Council, as a Partner Provider, for early learning provision for eligible funded children from aged 2\* to 5 years. Your child is entitled to 1140 hours of childcare per year, commencing on the first day of term each year. Alford Pre-School provide four hourly sessions, from 8.30am to 12.30pm, term time only. \* Eligible 2-year-old

**Admissions 2023-24;**  When is my child entitled to a 3–5-year-old child eligible funded place? Your child must have had their 3rd birthday the day before the new term starts. Please note the start of term dates change each year.

|  |  |
| --- | --- |
|  **Born between**   | **Funded From**   |
| 1st March to 30th August\* | 22nd August 2023\* if born on or after 22nd August to 30th August funding commences day after turn 3 years old  |
| 22nd August – 29th October  | 30th October 2023  |
| 30th October to 7th January  | 8th January 2024  |
| 8th January to 14th April  | 15th April 2024  |

You must apply online to Aberdeenshire Council for funding. The funding process opens each year in January. Please click on the following link for further information.

 [https://www.aberdeenshire.gov.uk/social-care-and-health/childcare-and-early-](https://www.aberdeenshire.gov.uk/social-care-and-health/childcare-and-early-learning/find-nurseries/)

[learning/find-nurseries/](https://www.aberdeenshire.gov.uk/social-care-and-health/childcare-and-early-learning/find-nurseries/)

Self-Funded Place and Fees; are dependent upon availability.

**Staff ….** All staff are registered with SSSC (Scottish Social Services Council). This ensures that all staff work to Codes of Practice. For workers and employers’, the Codes sets out the behaviours and values expected of social service workers and their employers. Click on the following link for more information; <https://www.sssc.uk.com/>

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  **Role**   |  **Name**   |  **Commenced**  **Employment**   |  **First Aid**  **Qual**   | **Food**  **Hygiene Cert**   |   | **Infection**  **Control**  **Certified**   |  **Qualifications**   |
| **Manager**   | Jackie Rae  | Aug 2012  | Yes | Yes | Yes | * SVQF Level 9 Social Services (Children and Young People)
* SVQ 3/SCQF Level 7 Children’s Care

 Learning and Development  • SCQF Level 6 PDA  Educational Support Assistant  |
| **Childcare**  **Practitioner**   | Angie Minto  | Mar 2015  | Yes | Yes | Yes | • HNC Child Care and GSVQ 3 Child Care and Education  |
| **Support**  **Assistant**   | Sheena Cobban  | Aug 2012  | Yes | Yes | Yes | SCQF Level 6 PDA Educational Support Assistant •  |

Staff are required to undertake mandatory training in First Aid, Food Hygiene and Infection Control every three years in addition to further training to enhance their practice.

 **Staffing Ratio** In accordance with Care Inspectorate guidance staffing ratios are as follows**;**

1. to under 3 years 1 adult to 5 children 3 to under 8 years 1 adult to 8 children \*

 \*Where children aged three and over attend settings for fewer than four hours in any one day the adult to child ratio can be one adult to 10 children

Click on the following for further information;

[https://www.careinspectorate.com/images/documents/4334/Guidance%20on%20a dult%20to%20child%20ratios%20in%20early%20learning%20and%20childcare%20settin gs.pdf](https://www.careinspectorate.com/images/documents/4334/Guidance%20on%20adult%20to%20child%20ratios%20in%20early%20learning%20and%20childcare%20settings.pdf)

**Settling in Policy**

We recognise that the transition between home is an important change for both children and Parent’s/Carer’s. All children are different and some take longer than others to settle. We encourage you to stay for as many sessions as it takes for your child to settle. When it is time for you to leave your child please make sure that you always say ‘Good-bye’ and that you return on time. If you have any doubts about when your child is ready to be left at the group please discuss them with a member of staff. We are committed to working together with Parent’s/Carer’s to support settling in and will always put the best interests of the child at the centre of any decisions.

**Settling in and Drop Off Guidance**

When joining us for settling in with your child we ask that you



* enter the vestibule with your child and assist them to change from their outdoor jacket and shoes before changing into their indoor shoes

* as you enter the hall please make your way to the sink at the side of the hallway and wash you and your child’s hands before beginning to play

Once your child has completed their settling in period and will be attending session on their own we ask that you

* drop your child off at the main door where a member of staff will be there to meet you and assist your child to change from their outdoor jacket and shoes before entering the hall to wash their hands with another member of staff.

* you **must** let a member of staff know who is collecting your child at pick up time. If this is someone other than stipulated on your consent form please provide us with their full name and contact details

We appreciate that drop off for children and parents can be challenging. If you feel you would like to accompany your child into setting please speak to a member of staff and we will support your decision and work with you to support your child.

 Times; **Drop Off 8.30am to 9am**

 \* you may drop your child off between these

 times during our ‘soft start’

 **Core Learning Hours 9am to 12pm**

 **Pick Up Time 12pm to 12.30pm**

you may collect your child between these times but must be clear of Pre-School by 12.30pm

\* Unfunded sessions

 drop off 9am pick up 12pm

**What to bring?**

Please bring along a bag with change of clothing;

* pants, socks, tops, bottoms
* nappies and wipes (if relevant)
* pair of indoor soft shoes (plimsoles or trainers) to change into each day • a water bottle (filled only with water)

The bag should be taken each day and shall be returned home each day.

**Clothing**

Please ensure your child is dressed appropriately for the weather as we like to be outside as much as possible (waterproof jacket, suitable footwear, suncream - which should be applied before arriving at setting). As we regularly paint and get messy we would recommend that **your child does not wear their best clothes to setting with loose fitting indoor clothing (that is** easy for your child) being appropriate. Outdoor footwear should be Velcro straps or wellies to encourage your child to dress independently.

Please ensure your child's name is on their clothing, shoes and water bottle.

There shall be a labelled coat hook and wooden peg in the entrance vestibule with your child’s name on it for your child to pop their bag and jacket on and peg their shoes together.

**Pre-School clothing**

We have a range of Pre-School polo shirts, t-shirts and fleece jackets to purchase. Please ask a member of staff for an order form. **Attending setting Car parking**

You will find designated parking located (signposted) off of Correen Road, Alford AB33 8FP.

When parking please

* be aware of children exiting from other cars/vehicles and children who may be playing in the car park area
* supervise your own children
* park in parking bays
* if it is safe to do so, reverse park

**No Smoking**

In accordance with our No Smoking policy we ask that, as courtesy to all service users, parents/carers do not smoke

* in the hall
* in the outdoor children’s gated play area,

**What happens during a session?**

As much as possible we like to begin our morning outdoors at play. Children are free to choose whether to play in or outdoor and are encouraged to change from their outdoor clothing and footwear before entering the hall. The children have a peg with their name on it so that they know where to pop their bags and jackets and peg their shoes together. We encourage children to post their snack name, located on a board on the desk as you enter the hall, onto our day of the week snack board before washing their hands and enjoying inside play.

We are very much child led with the focus on free play, exploration, investigation and learning. Our resources are aimed at developing, encouraging socialisation, interaction and collaborative play.

We also offer activities for children to play solely, activities for 2 or 4 children and free flow activities. Our areas mainly comprise;

* role play area – primarily set up as a kitchen but is changed to reflect children’s interests (vets, shop, café, doctors, hairdressers, Chinese takeaway etc)
* small world play – range of resources (hospital, fire/police and ambulance station, train station, construction site, zoo, dolls house etc)
* construction – range of resources (lego, duplo, knex, building blocks, large blocks, magnetico, mobile, rods and connectors etc)
* creation station – range of small loose parts to explore, investigate & be creative with
* sand and water trays – range of resources (pouring and measuring vessels, moulds, scrapers, buckets and spades)
* playdough table – range of natural resources together with moulds and cutters
* jigsaws – range of resources which support different levels of ability
* drawing table – range of resources pens, pencils, scissors, card, junk for modelling and gluing, colouring in sheets, craft items for sticking and gluing
* painting easel – range of brushes/rollers
* IT – range of resources (IPad, remote control cars and bee bots)
* Story Corner – range of books (story, information, fact and counting)

Resources are regularly changed to reflect children’s interest and enquiry.

**Together time** This is an opportunity for children to come together, for singing, talking about the days of the week/month, weather and discussing what is for snack. Children return to play after together time. We encourage children to join in together time but if they do not want to participate they shall be free to play during this time. (Free play indoor or outdoor throughout the session)

**Snack time 10am – 10.30am**  in line with Setting the Table Guidelines, see link below, a healthy snack is provided which includes a portion of fruit or veg together with milk and water. Children are offered snack and staff will respect their choice if they do not want snack offered or to come for snack. When completing Enrolment Form please let us know if your child has any allergies or intolerances. We shall endeavour to incorporate any snack suggestions (from parents or children) into our weekly menu.

<http://www.healthscotland.com/documents/30341.aspx>

**Toothbrush time** -**10.45am** Children, under staff supervision, are encouraged to develop good teeth brushing practice (you shall receive further information regarding Childsmile toothbrushing scheme when your child starts with us).

**Story and Song Time** - **11am** – Story time. This is usually a short repetitive story which encourages children’s interaction and participation.

Throughout our sessions we have musical instruments, sticky kids (movement to music) PE, singing and story times. We are led by children’s interest throughout our session.

**Communication**

Information regarding our weekly plans and snack menu are displayed on the board outside setting, on the notice boards within the vestibule and our social media pages. Information regarding visitors and specialists who may be joining us during session times shall always be notified in advance, where possible, to parents/carers on our social media ages.

* Newsletters are usually issued, at least once, termly either in paper format or emailed. A copy of the latest Newsletter is displayed on our notice board in the vestibule and on our board outside.
* Letters/Questionnaires shall be issued in paper format or electronically.
* Facebook Pages; Our closed Facebook and WhatsApp social media pages are for parents of children attending setting only and allows us to share daily experiences, learning and additional information. In addition, we also have a public Facebook page to advise of events taking place for publicity.

If you require to contact setting out with operating hours please email us on; alfordplaygroup@live.co.uk and we shall get back to you

Your child’s art work and craft shall be placed in their art pocket and be sent home regularly.

**Emergency Contacts**

Two emergency contacts must be provided on the Enrolment Form by Parent’s/Carer’s in the event of a child becoming unwell, sick or ill during session. The emergency contact must be able to collect the child if requested. Enrolment Application Forms will be returned to parent’s/carers, throughout the year, to ensure information re emergency contact details are correct and updated.

**Accident and Incidents during session**

If a minor accident\* should occur during session staff shall administer appropriate treatment (in line with your completed consent form) and comfort to the child. In the event of a serious accident, including head injury, Parent’s/Carers shall be contacted immediately. An Incident may be defined as children having come to a disagreement and children being distressed or hurt in the process. In all instances an Accident/Incident Report Form shall be completed and provided to parent/carers.

\* Minor accident – bump, trip, slip or fall

**Closures**

In the event of closure due to bad weather and snowy days please check our Facebook and WhatsApp page for the latest information. We follow Aberdeenshire Council guidelines and work in line with closure of Alford Primary School/Nursery.

* You can access information re closures at  [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk/)
* Alford Primary School Emergency Information; Tel No. 0870 054 4999 School Pin No. 021190
* Tel Pre-School on (019755) 63505 – if there is no answer by 8.30am we are closed

From time to time the Church requires the hall for use for funerals. This may be at short notice. Staff shall advise you either at drop off/pick up times or via our social media pages.

**Emergency Evacuation Procedures**

In the event of an Emergency Evacuation, we shall assemble in the Car Park to the rear of the Church Hall. We shall contact you to collect your child. In the event that we are unable to remain in the Church Car Park we shall relocate to Co-op, Mart Road, Alford AB33 8BZ.

Fire drills are carried out twice per term and incorporate Emergency Evacuation Procedures.

**Absence**

Ifyour child is unable to attend please telephone staff on the morning of their absence between 8am-9am on (019755) 63505 or email us at alfordplaygroup@live.co.uk. When telephoning you must make us aware of the reason for absence so that we may, if required, following infection control procedures if absence is in relation to an infection disease.

|  |
| --- |
| If your child experiences sickness or diarrhoea they may return to setting **48 hours** after the last episode of sickness or diarrhoea.  |
|  |   |

**Medication** Ifyour child has a medical condition or requires medication that requires to be taken, or stored in setting, during session please advise staff and we shall provide you with a Medical Form for you to complete. Upon receipt of completed form a Medication Plan and procedures shall be put in place and discussed with you.

**Celebrations** As a setting we celebrate a range of religious and cultural festivities

Burns Day Shrove Tuesday Valentine’s Day Easter Mother’s Day Diwali

Father’s Day Halloween St Andrew’s Day Christmas Chinese New Year

If you would like us to celebrate an important date in your own child’s culture and calendar please let staff know.

**Birthdays**

If you would like to bring along a cake to celebrate your child’s special day we are happy for you to do so. We ask that this be a shop bought cake which clearly stipulates the ingredients (so that we can monitor for allergens and intolerances). Please speak to a member of staff prior to the date of the birthday.

**Photographs**

Consent will always be asked for photographs of your child to be taken when in setting. Photographs are used by staff to record observations of your child’s learning, experiences and development in line with Curriculum for Excellence benchmarks. Photographs are also shared on our closed Facebook and WhatsApp page. We may post photographs on our public Facebook page, web page and in local press but will always ask for additional consent for this. The option for consent of photographs can be completed on your child’s Enrolment Form when your child commences.

**General Data Protection Regulations (GDPR)**

Information collected via consent, medication, all about me forms together with Aberdeenshire Council funded admission details shall be retained in secure storage in line with Early Years Scotland Guidelines, click on the link below. Thereafter all information held shall be shredding. No information shall be passed to a third party. <https://earlyyearsscotland.org/my-account/documents-a-to-z?rtid=0OAG0i%2ffE18%3d>

**Children’s Behaviour Policy**

Staff shall promote positive behaviour with children through encouragement and praise and working in partnership with Parent’s/Carer’s. We shall only implement restraint in the event of a child risking the safety of themselves or to others. When restraint is used it shall be recorded in the Incident Book and discussed with the Parent/Carer at the end of the session.

**Parent/Carers Behaviour Policy**

Parents/Carers are expected to be respectful and civil towards staff and Management. In no circumstances should staff or Management be subjected to verbal, shouting, physical or threating behaviour. A reasonable standard of behaviour is expected. Please see our Zero Tolerance Policy.

**Parent/Carer’s Session**

Throughout the course of the year, we hold open sessions where you can come along during session and allow your child to be your guide to their setting. This allows children to share their experiences with you and you are welcome to stay and play and join in with our activities. Whilst we hold these throughout the year you are welcome to join us at any time for a stay and play and we ask that you speak to a member of staff in order for us to arrange a mutually convenient time.

**Children’s Welfare/ Child Protection and Safeguarding**

It isnot the responsibility of setting staff to investigate a suspected case of child abuse. Concerns raised will be reported to our designated Child Protection Officers, who are on duty each day, who will follow our Child Protection Policy Guidelines and Procedures. We shall always look to work together with Parent’s/Carer’s but If it is felt that discussing any concerns with parents/carers may place the child at risk or destroy any evidence or any chance of an unimpeded investigation we shall take the step of contacting Social Services and the local authority without prior consent of parent’s/carers.

**We shall always put the child’s best interests at the centre of all decisions taken.**

**Comments, Compliments or Complaints Procedures for Parents/Carers** We hope that you and your child will enjoy your time at Alford Pre-School. We shall always endeavour to work with you to resolve any issues raised and it is important to us that you and your child feel valued, supported and included. However, should you have cause for concern or have any issues a 5 stage Complaints Procedure is displayed on the notice boards in the vestibule for you to access.

Complaints can also be made directly to the Care Inspectorate either initially or if you feel that your complaint has not been dealt with satisfactorily by ourselves and wish to take this further please contact the **Care Inspectorate** directly. When making a complaint you can choose to do so anonymously. Details as follows;

* Telephone; 0345 600 9527
* In writing to; Care Inspectorate, Compass House, 11 Riverside Drive, Dundee DD1 4NY
* Online at; ; <http://www.careinspectorate.com/index.php/complaints>

Please be assured that any complaint raised directly with ourselves shall be dealt with

 • **promptly** • **in the strictest confidence** • **directly to yourself (if requested)**

**Constructive Feedback**

In addition to the above we also issue the following questionnaires annually to allow you to provide feedback.

* Settling in Questionnaires – October
* 3 Stars and a Wish Form - January
* Quality Questionnaires - May

Your completed questionnaire is discussed with staff and committee before being collated and published via a Findings Report which will outline any actions and improvements plans that may be taken as a result of your input(you can chose to complete these anonymously)

**Committee Roles and Procedures**

Alford Pre-School are a Scottish Registered Charity as well as being a partner provider for Aberdeenshire Council. The governance of our setting requires us to be run by a committee comprising of

* Any parent/guardian of children on the attendance registers of the group
* Any registered childminder or adult family carer who regularly accompanies a child on the register
* Such other persons who are interested in the aims of the group or has an expertise which would be of assistance to the management committee and group or that represent outside bodies which the group has close contact with
* Professionals and Community representatives may also form part of the Committee.

The entire existing committee stands down at an AGM and the new committee are elected including any of the previous committee members who wish to be considered for the new committee.

The purpose and role of the committee is to provide parents/carers with the opportunity to support and be involved in directing your child’s learning and helping to make decisions, by voting, which affect your child’s experiences.

**Why do we have a committee?**

* Without a committee the setting cannot continue to operate as this is a legal requirement of our organisations’ charitable status
* Committees are elected to represent the interests of the whole group
* To ensure that decisions are made fairly, rather than by one or two people
* A committee, ideally, will have up to 8 members
* To share responsibility, workload operating the sessions and make the best use of each individual’s experience and expertise

**Fundraising**

Fundraising is an integral part of our settings ethos and helps to provide the following;

* New resources for children
* Experiences, activities and trips
* Children’s parties and gifts

The role of fundraiser within the committee is to build and work with other committee members, parents, staff and the community to support our setting.

Fundraising events that take place throughout the year are at the committee and fundraisers discretion but may include;

Term 1 – August to October – Village Autumn/Halloween Hunt

 Term 2 – October to December – Lucky Squares raffle

 Pre-loved children’s toy and clothes sale

 Term 3 - January to March – Children’s Sponsored Obstacle Course (staff organised event)

 Term 4 - April to July – Summer Fare

 Race Night

**When are the Committee elected?**

The Annual General Meeting (AGM) takes place on the third Tuesday in May. This may be held in the Church Hall and/or online via Skype. It is a chance for anyone interested in the setting to come along and ask questions of the committee members and staff, listen to the setting’s reports, including information about the operation of the setting, review the audited accounts and to have their say. The AGM provides an opportunity to discuss and make decisions about future policy and working of the setting.

**The Roles of the Committee**

* Chairperson – Liaise with staff, committee members, parents/carers and agencies. Chairs meetings, manages group’s affairs in accordance with aims and objectives.
* Secretary – Takes Minutes of meetings, administration for setting, supports the chair
* Treasurer – Receives income and makes payments on behalf of setting. Administers bank accounts, collection of payments, fees and wages and petty cash. Keeps sound financial records and financial statements for preparation of Audited Accounts.
* Fundraiser(s) – to be the main point of contact for fundraising. To involve parents and committee members in organising events and fundraising activities as well as issuing thank you letters to donors for raffles
* Ordinary Member – assist fundraisers with planned events, assist committee members

The Committee meets approx. twice per term to review policies, arrange fundraising events, assess staffing, review accounts and deal with any issues that occur.

|  |
| --- |
| If you were unable to attend the AGM or you and your child were not enrolled in setting at the |
| time of the committee being elected but would like to be involved, contribute or be a member |
| of the Committee, please speak to a member of staff. |   |

Being part of the Committee can be a valuable and rewarding experience for parents and carers. This includes helping to make decisions which will affect your child’s experiences in Pre-School and be more involved in your child’s learning.

The current Committee’s details are displayed on our Information Board in the vestibule.

Please note that all committee members are required to be PVG checked, via Disclosure Scotland, as a trustee of a children’s charity.

If you would like to contact the committee for any reason you can do so by emailing;

AlfordPSCommittee@outlook.com

**2023-24 Committee**

Chair Vicky Paterson

Treasurer Fiona Davidson

Secretary Laura Bisset

Fundraisers Jillian Cockburn

Fundraisers Vanda Rosie

Ordinary Members Carys Steven

 Faye Johnston

 Gillian Neal

**Quality Assurance**

Our Quality Assurance Statement is currently under review – August 2022

The Committee, Manager and Staff work together with the children, Parent’s/Carer’s and service users of our setting to evaluate and improve the service we provide. **We do this by;**

**Children** –

* Involving children in their own learning and being “child-led”
* Providing children with a breadth of experiences and opportunities
* Assessing learning taking place by means of evidence based written (and photographic) observations
* Ensuring children’s learning is being assessed and next steps are identified and developed
* Providing a nurturing, caring, environment to thrive
* Developing positive relationship with children and their parent’s/carer’s
* Providing opportunities for children to express their views and opinions and be listened to on a one to one or wider group basis
* Ensuring child’s best interests are being met
* Viewing children holistically

**Parent’s/Carer’s**

* The Manager/Staff ensure they are available to Parent’s/Carer’s at the start and end of each session.
* Daily information (including plans, snack Menu, book and song of the week) are displayed on our notice board outside setting.
* Comments, complaints and comments box is readily available each day in the box located outside setting together with the red post box for you to mail your suggestions/comments
* Minutes of Committee Meetings are displayed on our Notice Board at the reception desk
* Policy, Procedures and Guidelines Folder is issued to parents and committee members for their perusal and signature
* Open days
* Parent’s Information Evening
* Annual General Meeting
* Committee Meetings – service users have the opportunity to attend, or can anonymously, raise any issues by completing available slips

Ensuring Staff have a warm and welcoming approach to all service users. Ensuring everyone’s views and opinions are valued and acknowledged.

**Staff**

* Promote positive relationship with service user’s, colleagues and professionals involved with our setting
* Review sessions to enhance the learning opportunities and experiences for our service users
* Complete Staff Monitoring and Assessment and Reflective Practice on a regular basis
* Receive regular supervision and annual appraisals
* Attend Staff Meetings
* Continue Professional Development by attending core and supplementary training courses
* Attend In Service and In-House training days
* Continually review Policies, Procedures and Guidelines to ensure good practice
* Are Registered with Scottish Social Services Council (SSSC)
* PVG Disclosed

Our Quality Assurance Statement is an undertaking of the commitment we have to enhance our provision for our all of our service users.

This is underpinned by our Vision, Values and Aims pledge.

Reviewed; April 2019 – this is currently under review; August 2023