Benview Handbook

Staff

Head of Centre - Josephine Wood

Depute Head of Centre- Mary Kate McGlone

Team Leader- Nikki Bird

Clerical Assistant- Kelly Munn

Little Stars Room

Child Development Officer- Stephanie Mackenzie

Child Development Officer- Rebecca Watson

Child Development Officer- Graham Stephen

Support For Learning Worker- Kerry Welsh

Rainbow Room

Child Development Officer- Aimee Furlong

Child Development Officer- Billie Stratton

Child Development Officer- Leanne Reid

Child Development Officer- Caroline Wallace

Child Development Officer- Shannon Martin

Support For Learning Worker- Christine Ramsey

Support For Learning Worker- Shannon Hogan

Play Champion

Child Development Officer- Billie Stratton

Family Support

Child Development Officer- Sam McGibbon

Child Development Officer- Maggie Reid

Visions, Values and Aims

Vision

Here at Benview the most important thing about working with children is the creation and maintenance of a safe, happy, harmonious and stimulating environment. Learning should stem from the interests of the children and staff need to be responsive, flexible and creative. All other aspects such as curriculum and assessment are of secondary importance. This approach depends on dedicated and principled staff who are the most important ingredient, guided by a strong principled leadership. Our Froebelian principles underpins our practice daily, enabling our children to choose how they spend their day at Benview. Through sensitive interaction and observation staff are able to understand each individual child and build relationships with them and their families planning and providing a space and

experiences to encourage the individual interests and learning to unfold. All staff bring individual skills and qualities, we trust in our colleagues as skilled practitioners. Everyone plays a part in Benview harmonious environment and rich learning experiences.

Values

We value the child as a person who has feelings, thoughts, ideas and who has a variety of needs. We believe that children should be the centre and it is important to love, respect and listen to them. Our practitioners 'let the children be children' and adults give children the opportunity to holistic development and to be independent and unique.

Play has a very important place in childhood, free flow play gives children opportunities to manage their thoughts, ideas and feelings. The freedom of movement and self-activity enables children to learn from doing and first-hand experiences.

Aims

Our Principles include:

Learning succeeds best when undertaken by a searching and self-active mind.

Freedom from rote learning opens the door to understanding.

Discipline is a non-issue in a well-conceived educational programme.

That freedom for children to explore, choose and question can result in responsible actions and it is not opposition to order and harmony.

All learning has to start from where the learner is.

A sound knowledge of children is a pre-requisite for successful teaching.

Froebelian Approach to Learning

• It is important that practitioners offer children what they need now. For example, some children may need to be allowed the autonomy, (to make choices and decisions and to use their skills and techniques) to mix their own paints. While other children may not be ready to mix paints for themselves, and will just waste expensive resources if they are allowed to ladle paint everywhere, and splash water onto it, but they may be ready to learn how sand, clay and gravel behave when in contact with water. They can learn about the properties of materials. Another child may be ready to mix paints, but may need a great deal of practitioner support as they are in the early stages of learning how to do this.

• The practitioner must nurture the ideas, feelings, relationships and physical development and embodiment of children. The practitioner needs to be able to recognise when children need personal space or need to be diverted into something appropriate for them without making them feel bad about using the paints inappropriately, because they couldn't yet

understand. Children need to be given help sensitively, in a way which will build their confidence, skills and autonomy.

• All children learn in ways which can be linked with The official framework documents of their country, areas of learning in The Curriculum for Excellence.

• Children are self-motivated when they are encouraged to be so and their intrinsic motivation to learn is not crushed, but nurtured by practitioners that have an understanding of them.

• Children are encouraged to develop self-discipline. This helps children to concentrate well, and to learn effectively. It also relates understanding of self, others and the universe.

• Children need to be given choices, allowed to make errors, decisions and offered sensitive help as and when it is needed, This will help children to learn in ways which are right for each of them as individuals. In this way practitioners are supporting and also extending their learning.

- Practitioners need to place emphasis on what the children can do, rather than what they can't do. The tone and atmosphere should be encouraging and not judgemental or critical. Froebel believed this builds self-esteem and confidence. In other words children need to be that stage – with adults providing opportunities for them to practise and apply what they know and can do.

• Children need to be given personal space to construct, build and model. However children also benefit from lots of talking with the practitioner about what they are doing and going to do. Language, talking and listening to each other, is an important and central way in which children become symbol users.

• When it comes to taking a Froebelian approach to observing children. It might look as if the practitioners are only there in the background, but in fact they are central. Practitioners working with young children, either in group setting or in a home based setting, are key to helping children develop and learn. Practitioners create warm affectionate atmospheres, which open children up to learning and help children to know themselves, respect themselves, like themselves, and engage with their learning very positively.

• Froebel believed that practitioners also create the physical environment both indoors and outdoors. He points out how important it is for children to learn without external pressures from practitioners. The people we meet, the environment and atmosphere, are as important as what we learn. We do our best work with helping children to develop and learn when we observe what they find of interest, and what they show us they would be interested to learn. This is the base on which we can build what we need children to know, understand and learn in order to participate fully in their community and the wider world.

Planning in the Moment

At Benview Early Years we have adopted the "planning in the moment" approach.

Every child is born with the desire to learn and to be part of a social world. It is our responsibility to cater to each child as an individual.

Young children live in the here and now. If adults are to make a real difference to their learning they need to seize the moment when children first show curiosity, and support their next steps immediately. Our role as the adult is to promote child led learning to enable the children in our care to live, learn, play and develop in the here and now.

When children are allowed to select where, with what, and how to play, they become deeply involved and make dramatic progress.

Additional Support needs/Accessibility Strategy

Standard Statement:

The establishment has a duty to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of planned activities and teaching strategies but also minor adaptations to the physical environment of our buildings to address the need of children with physical or sensory impairments, including the relocation of playrooms to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.

Physical Access:

As a new building, physical access to all areas will have been considered in the design. Any specific resources or adaptations, not already in existence, necessary for individual children will be provided.

Communication:

Parents needs are taken into account when we have meetings or share information to ensure equal access to all parents.

Curriculum:

Every child is included in all curricular activities. The staff team will support all children in engaging in activities and adapt experiences to cater for individual needs in discussion with parents/carers and if necessary other agencies involved.

Important Documents

Realising the Ambition for children and Families

https://www.froebel.org.uk/

https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2020/02/out-play-practical-guidance-creating-outdoor-play-experiences-children/documents/out-play-practical-guidance-creating-outdoor-play-experiences-early-learning-childcare/out-play-practical-guidance-creating-outdoor-play-experiences-early-learning-childcare/govscot%3Adocument/out-play-practical-guidance-creating-outdoor-play-experiences-early-learning-childcare.pdf

https://thepromise.scot/

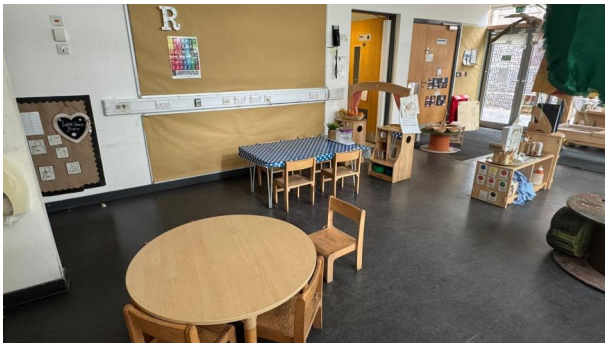
Little Stars Room

Admission to 2-3 Little Star Room

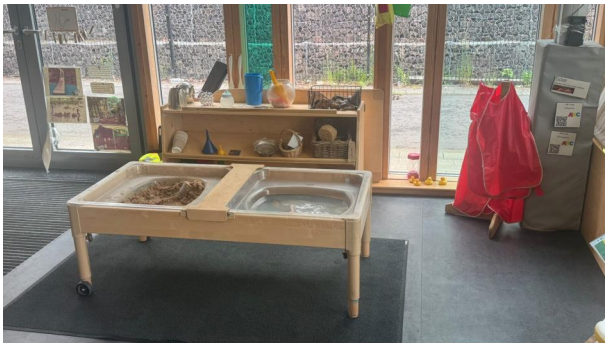


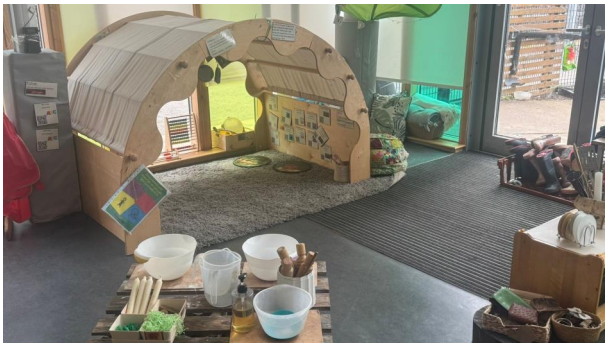





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If allocated a place, children would be eligible to start the term after their 2nd birthday. Glasgow City councils Admissions policy also applies to these children too. When a child turns three they will be able to transfer to the 3-5 room when they are ready and there is space.

Children aged 2 years are eligible for a funded place if a parent is in receipt of:

•Income Support

•Job Seeker's Allowance (income based)

•Any income related element of Employment and Support Allowance

•Incapacity or Severe Disablement Allowance

•State Pension Credit

•Support under part VI of the Immigration and Asylum Act 1999

•Universal Credit with household take-home pay, is £850 a month or less

Parents/carers can check if they meet the Eligible 2 Funding criteria by completing a Glasgow City Council on line Eligible 2 Application Form

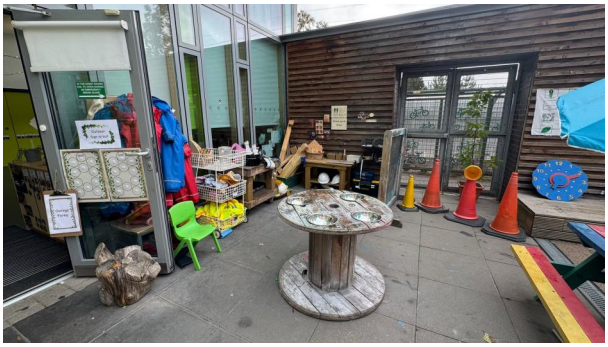
Rainbow Room














Cosy
Corner













Both Rooms

When your child starts, he or she will be supported in trying new things by a keyworker. Staff will be there to give your child some security in this new environment and be able to assure you that your child is coping. They will be there to help your child separate from you on an 'off' day. All the staff work with all the children in each room, building trusting relationships so that even if your child's key worker is not around someone will be

there for him or her. Your child's key worker will be observing your child's development and learning noting progress.

Key workers and the Management Team will share information with parents regularly on an informal basis and more every term.

Some children may require additional support. The staff team will consult with parents and other professionals involved to create and monitor Additional Support Plans when required.

We encourage parents to share their knowledge of their child's achievements and express any concerns they may have. An appropriate time can be arranged for discussion.

Play Champion

Here in Benview Early Years we have a child development officer's whose champion role is to support children within the play room. The role of the play champion is to work with the children and their families to ensure within our setting they have their voice and rights heard and supported. The most important factor of the play champion is to support the children to over come any barriers to learning. We strive to ensure that every children who attends Benview Early Years feels safe, secure, respected, nurtured and listened to. This makes for confident and happy children, which ensures they are able to thrive, grow and develop in our learning environment.

So what does barriers to play actually mean?

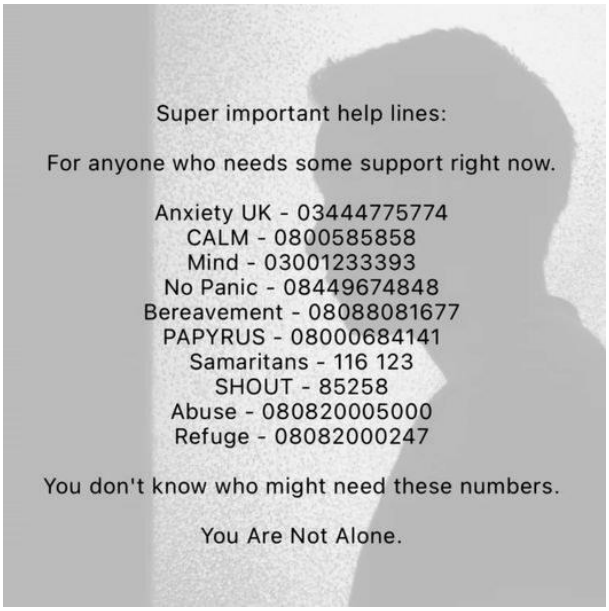
A barrier to play is anything which impacts the children to being fully engaged in their play. This could be that the child is shy and struggles in larger groups of peers, there could be a change at home for example a new baby or a new house, it could be that your child transitions from one room in the nursery to another and the require extra nurturing to develop their confidence.

Will I know my child is being supported by the play champion?

We will always discuss with the families anything we feel your child could be supported with and we would encourage parents/carers to seek support if you feel your child may benefit from time with the play champion.

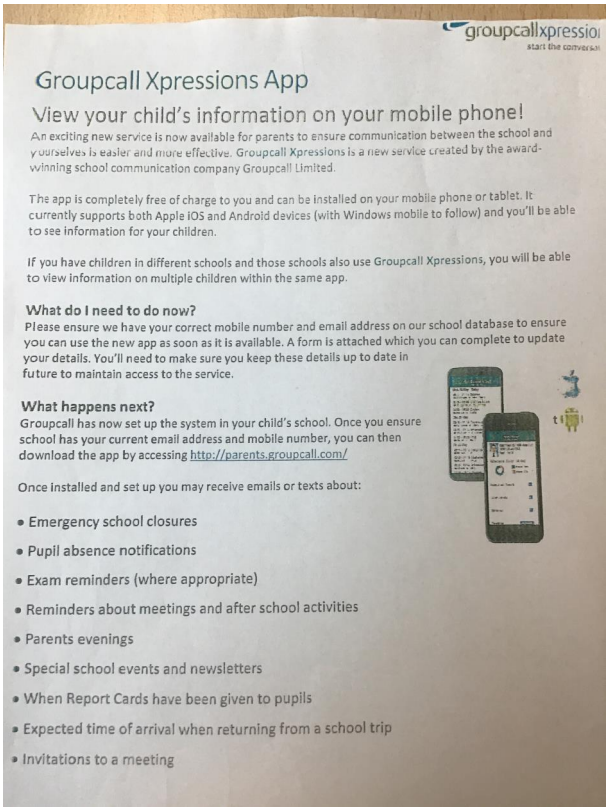
Family Support

The Family Support Team has a very fluid and wide role. We can help you access courses, getting back into education, help filling forms, access English classes, contact other agencies for you, arrange benefits advice/money advice, Mental health 1st Aid, be a listening ear, organise parents' events & courses- *e.g. Fun with Literacy, Play-along-Maths, yoga, self defence, cookery, ASN support groups, relaxation classes - and so much more!* Ask and we will do our best-if *we* can't meet your immediate needs *we will find someone who can.*
At Benview 'Relationships Matter'- Each individual, adults & kids have there own needs, as well as families. We can find out together the best way to support you. We love encouraging & supporting you to engage in more fun in the nursery, family learning activities and to see whole families thrive!





Important Info



groupcallxpressio

start the conversa

Groupcall Xpressions App

View your child's information on your mobile phone!

An exciting new service is now available for parents to ensure communication between the school and yourselves is easier and more effective. Groupcall Xpressions is a new service created by the award-winning school communication company Groupcall Limited.

The app is completely free of charge to you and can be installed on your mobile phone or tablet. It currently supports both Apple iOS and Android devices (with Windows mobile to follow) and you'll be able to see information for your children.

If you have children in different schools and those schools also use Groupcall Xpressions, you will be able to view information on multiple children within the same app.

What do I need to do now?
Please ensure we have your correct mobile number and email address on our school database to ensure you can use the new app as soon as it is available. A form is attached which you can complete to update your details. You'll need to make sure you keep these details up to date in future to maintain access to the service.

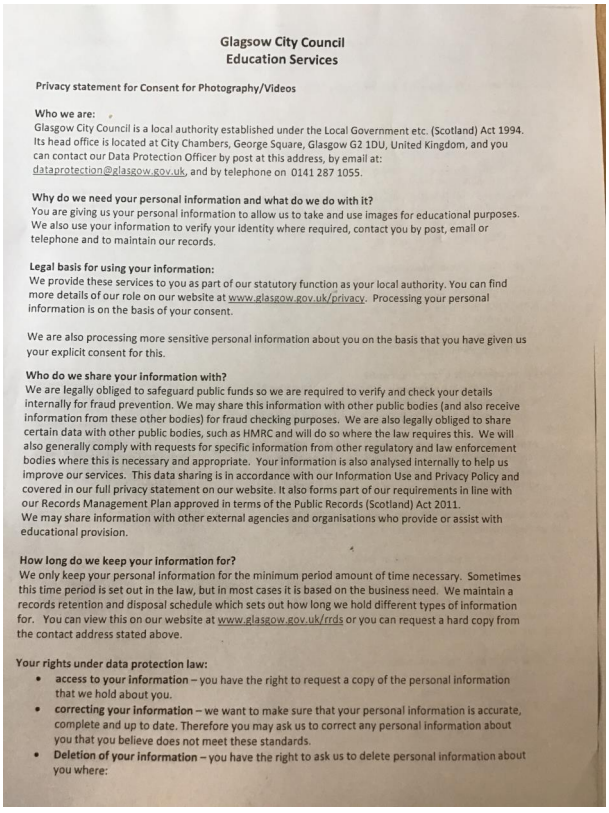
What happens next?
Groupcall has now set up the system in your child's school. Once you ensure school has your current email address and mobile number, you can then download the app by accessing http://parents.groupcall.com/

Once installed and set up you may receive emails or texts about:

- Emergency school closures
- Pupil absence notifications
- Exam reminders (where appropriate)
- Reminders about meetings and after school activities
- Parents evenings
- Special school events and newsletters
- When Report Cards have been given to pupils
- Expected time of arrival when returning from a school trip
- Invitations to a meeting

1 - Groupcall Xpressions App

https://xpressions.groupcall.com



Glasgow City Council
Education Services

Privacy statement for Consent for Photography/Videos

Who we are:
Glasgow City Council is a local authority established under the Local Government etc. (Scotland) Act 1994. Its head office is located at City Chambers, George Square, Glasgow G2 1DU, United Kingdom, and you can contact our Data Protection Officer by post at this address, by email at: dataprotection@glasgow.gov.uk, and by telephone on 0141 287 1055.

Why do we need your personal information and what do we do with it?
You are giving us your personal information to allow us to take and use images for educational purposes. We also use your information to verify your identity where required, contact you by post, email or telephone and to maintain our records.

Legal basis for using your information:
We provide these services to you as part of our statutory function as your local authority. You can find more details of our role on our website at www.glasgow.gov.uk/privacy. Processing your personal information is on the basis of your consent.

We are also processing more sensitive personal information about you on the basis that you have given us your explicit consent for this.

Who do we share your information with?
We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes. We are also legally obliged to share certain data with other public bodies, such as HMRC and will do so where the law requires this. We will also generally comply with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate. Your information is also analysed internally to help us improve our services. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full privacy statement on our website. It also forms part of our requirements in line with our Records Management Plan approved in terms of the Public Records (Scotland) Act 2011.
We may share information with other external agencies and organisations who provide or assist with educational provision.

How long do we keep your information for?
We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need. We maintain a records retention and disposal schedule which sets out how long we hold different types of information for. You can view this on our website at www.glasgow.gov.uk/rrds or you can request a hard copy from the contact address stated above.

Your rights under data protection law:

- **access to your information** – you have the right to request a copy of the personal information that we hold about you.
- **correcting your information** – we want to make sure that your personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information about you that you believe does not meet these standards.
- **Deletion of your information** – you have the right to ask us to delete personal information about you where:

Glasgow City Council Privacy Statement

Equal Opportunities and social Inclusion

In line with Glasgow City Councils policies and strategies we ensure that all children and their families in our Centre are included in and have equal opportunities to participate fully. All children and their families, irrespective of gender, race, religion or disability will have full access to experiences, resources and support network

Child Protection

The Centre has a duty to protect all children in their care. Staff with concerns about the welfare of a child will report this to Josephine Wood, Mary Kate McGlone or Nikki Bird immediately. After assessing the information they have a duty to report the concerns to the Social Work Department if necessary.

Child Welfare and Safety

All educational establishments and services must take positive steps to help children protect themselves by ensuring that a program of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behavior 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 program for your child's establishment.

Educational 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 a program of health and personal safety are central to the curriculum;
- ensuring that staff 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 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 person deputising for the head of establishment. She/he after judging that there may be grounds for concern regarding the welfare or safety of any child must then immediately advise the duty Senior Social Worker at the local Social Work Services area office of the circumstances.

Confidentiality

All information regarding your child is treated as confidential and may only be passed on to professionals who may be called upon to support your child with your permission.

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 regarding 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:

www.glasgow.gov.uk/en/yourcouncil/freedomofinformation

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or reopening. We shall keep you in touch by using letters, notices in local shops and community centers, announcements in local churches and announcement in the press and local radio. It is important that we have emergency contacts regularly updated.

Tackling Racist Incidents within the Educational Service

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her color, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow Council to eliminate unlawful racial discrimination. In 1990, the guidelines 'Tackling Racist Incidents within the Education Service' were issued to assist all teaching staff in dealing with such incidents. The adoption of a multicultural and anti racist approach should be seen as one part of the continuing attempt to improve the quality of education. Glasgow City Council recognizes 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 and staff 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 free from all forms of abuse, bullying or discrimination". (A standard for Pastoral Care in Glasgow Establishments)

Comments and Complaints

If you have a comment or complaint please approach the Head of Establishment in the first instance.

If the Head of Establishment 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 receipt of your complaint within five working days;
- 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 email:

Phone 0141 287 5384

Email: education@glasgow.gov.uk

Customer Liaison Unit

Education Services

Glasgow City Council

Wheatley House

25 Cochrane Street

Merchant City

GLASGOW

G1 1HL

How to make a Complaint to SCSWIS:

If you want to complain about a care service which is regulated by Social Care and Social Work Improvement Scotland you can:

• telephone any of our offices

• write to any of our offices

• visit any of our offices

• fill in our complaints form online at http://cinsp.in/ComplaintFormOnline

We have 5 Regional Offices - in Aberdeen, Dundee, Edinburgh, Hamilton and Paisley.

HEADQUARTERS:

Social Care and Social Work

Improvement Scotland

Compass House

11 Riverside Drive

Dundee DD1 4NY

Telephone: 01382 207100

Fax: 01382 207289

GLASGOW OFFICE:

Europa Building

Ground Floor

450 Argyle Street

Glasgow G2 8LG

Tel: 0141 242 0391

General Information

Clothing

We advise parents not to expect their child's clothing to remain spotlessly clean in nursery - we do supply overalls for messy activities but we also encourage independence in taking them off and putting work up to dry - so accidents can and do happen. We also advise that children wear clothing that makes it easy for them to be independent in the toilet. Please ensure that shoes are always safe i.e no flip flops, high heeled shoes, heavy boots. We use the outdoor space regularly, please make sure your child has appropriate clothing and footwear at all times. We have our own waterproofs.

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

- potentially encourage faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)

- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings.
- 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.

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

Sun Safety Information

We would ask that you apply sun cream at the beginning of your child's session. Staff will reapply for the children who attend full time

Young people exposed to prolonged spells of sunshine (eg when taking part in outdoor games etc) maybe at risk unless suitable preventative measures are taken. Staff are recommended to take the following common-sense precautions:

· Do not allow pupils to be over exposed to direct sunlight. A little is good for them but too much is potentially harmful.

· Encourage pupils to cover their bodies with loose fitting, lightly woven material that will screen them from the sun. However, such clothing should not be so loose as to endanger them during physical activity.

· Remember, all skin can burn.

· Be aware of the particular vulnerability of pupils with freckles or moles on their skin. Encourage them to check for themselves without causing unnecessary alarm.

· Seek parental/carer approval before pupils use sunscreen, which the parents/carers should provide. It is recommended that a sunscreen with SF15+ is used by children.

· This approval should be sought at the beginning of every school session and included in the pupil's Health and Well-being plan

Jewellery

Glasgow City Council Policy on jewellery. If you wish to have your child's ears etc pierced, the beginning of the summer break is the ideal time for pupils to have this done. This will give sufficient time for any piercing wounds to heal which then allows the jewellery to be removed for activities such as physical education or play.

This coincides with the current advice from the Physical Education Code of Practice (2.7 General Precautions) which states the following:

'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.****'*

Toilet Training

We realise that all children are individuals and therefore develop differently and toilet training is no exception. The staff at Benview Early Years are trained and willing to support you once you have begun toilet training at home. When your child is confident at home, speak to your child's keyworker and they will continue to support you in nursery.

Meals and Snacks

Every day our children will have access to fresh fruit, cereals, water and milk throughout the whole session. A morning/afternoon snack will be added to this during the session. A hot lunch will be provided to every child who is eligible.

Lunch

We provide two choices for lunch and 1 of these will be halal. These menus rotate on a 3 weekly basis.

Week One

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch Soup	Homemade Soup		Homemade Soup		Homemade Soup
Choice 1	Tomato Pasta Crusty Bread V	Chicken Tikka Boiled Rice	Beef Lasagne Crusty Bread	Roast Chicken Yorkshire Pudding with Roast Potatoes	Beef Cottage Pie with Potatoes
Choice 2	Baked Beans on Toast V	Fish Fingers with Potatoes	Chicken Meatballs Spicy Tomato Sauce in a Torpedo Roll	Skinless Link Sausage Cowboy Beans Potatoes	Quorn Burger in a Bun Plain or Herb Diced Potatoes V
Vegetables	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad
Dessert	Fruit		Eves Pudding & Custard	Lemon Sponge & Custard	

Week Two

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch Soup	Homemade Soup			Homemade Soup	Homemade Soup
Choice 1	Macaroni Cheese Crusty Bread V	Skinless Link Sausage in Gravy with Potatoes	Quorn Goujons Salad Wrap V	Beef Mince Pie with Potatoes	Oven Baked Fish with Potatoes
Choice 2	Vegetable Curry Boiled Rice V	Baked Potato Coleslaw V	Chicken curry with boiled rice	Broccoli & Cauliflower Pasta V	Cheese Sandwich or Roll
Vegetables	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad
Dessert	Fruit	Pineapple Sponge & Custard		Carrot Cake & Custard	

Week Three

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch Soup	Homemade Soup		Homemade Soup	Homemade Soup	
Choice 1	Omelette Potatoes V	Cheese Toastie	Beef Bolognaise Crusty Bread	Fish Fingers with Potatoes	Chicken Burger in a Bun Plain or Spiced Diced Potatoes
Choice 2	Cheese & Tomato Pizza with Pasta V	Baked Potato Beans	Quorn Curry with Rice V	Baked Potato Vegetable Bolognaise V	Cheese Sandwich or Roll
Vegetables	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad	Seasonal Vegetables Side Salad
Dessert	Fruit	Gingerbread & Custard			Pear & Raspberry Cake & Custard

Medical and Healthcare

Please inform us of any health problems you child may have. Good attendance is an advantage but if your child is really unwell please do not feel that they have to come - even if they wants to! The children should not come if they have sickness or diarrhoea (children should be clear of infection for 48 hours before returning to Nursery). Please phone if your child is absent. It is our policy to record absences and reasons for absence. We will contact you if you haven't phoned.

Sometimes children will be well enough to attend but require medication.

The staff are prepared to administer 'prescribed' medicine (nappy cream and bonjella must also have a prescription) with the child's name clearly marked - parents will have to complete a consent form. If your child suffers from asthma and uses inhalers we should have an inhaler for them in nursery.

If your child becomes ill in nursery we will contact you - please keep your emergency contact numbers up to date. We report all accidents to you and ask you to sign an accident form.

Once a year we have a visit from the dentist to do a routine check up - we will ask for your consent. We also have visits from Dental Health who give all the children toothbrushes and toothpaste and will talk to parents about healthy teeth. We are a Smile Nursery and promote healthy teeth by healthy eating and tooth brushing. Fluoride Varnishing is carried out in our centre - we will inform parents and carers and ask for permission. Vision Screening takes place annually - we will inform parents and carers and ask for permission.

Parents as Partners

We are looking for parents/carers to join our Parent Council, if you are interested in joining please inform Sam or Maggie.

We hope to work closely with you to ensure your child develops their full potential. Your opinions on how we run the centre are very important and we will often ask you what you think. We have an open door policy, feel free to come talk to us should you have an questions, queries or concerns. We have a Parents Group and always need new members. We will often ask for volunteers when we go on visits to Museums, Parks, Cinema etc.

Infection Control

We are always reviewing our policies and procedures we have in place to control the spread of infection.

One of the most important controls is the proper, regular washing of hands. We have shown the children how to do this a few times and we do check how well they are washing their hands.

According to Greater Glasgow Health Board another cause of the spread of 'tummy bug' infections is children and staff returning too quickly after a bout of vomiting/diarrhoea. The Health Board recommends that pupils and staff should wait 48 hours after diarrhoea/vomiting has stopped before returning to school.

Our Wider Community

Starting Primary School:

At our nursery, we place a strong emphasis on supporting children as they transition to primary school, recognising that this is a significant milestone in their early development. We take a child-centred, nurturing approach that promotes emotional security, confidence, and readiness for change. Our transition programme includes close collaboration with local primary schools, ensuring that information is shared appropriately to support continuity of care and learning. We invite teachers to visit the nursery, and where possible, arrange visits for children to their new school environment. Through play-based activities, storytelling, discussions, and role-play, we help children explore the concept of school in a positive and reassuring way. We also work closely with families, offering guidance and opportunities for parents to discuss their child's readiness and address any concerns. By creating a consistent and supportive environment, we aim to ensure that each child feels secure, prepared, and excited about the next stage in their learning journey.

Establishment/Community:

We have close links with Primary Schools and other Early Years Establishments and we share resources and curricular outings and activities. Pupils from local Secondary Schools often come for work experience. We involve the local community in our charity and fundraising events. The children have taken part in litter picking and recycling. We have close links with other agencies including Oral Health, Vision Screening, Health visitors, Glasgow Libraries, Fourhills Care Home to name but a few.

Finally .....

Did you find this handbook useful?

Did we miss something you would like to know about?

Could we make the handbook better?

Are you interested in joining Parents Group?

Please tell us.

Our address is:

Benview Early Years Centre

Benview Campus

100 Bilsland Avenue

Telephone: 0141 946 4740

Email: headteacher@benview-nursery.glasgow.sch.uk

Facebook: Benview Early Years Centre –Please send friends request to be accepted.

Twitter: BenviewEarlyYears