



## Benview Early Years Centre Parent Handbook & Induction information



Email: [headteacher@benview-nursery.glasgow.sch.uk](mailto:headteacher@benview-nursery.glasgow.sch.uk)

Find us on  @Benview Early Years Centre  
Please send friends request to be accepted.

## OFFICIAL

Our Centre Hours:

Morning session: 8.00am – 12:30pm

Afternoon session: 13.00am – 17.30pm

Full time session: 8.00am – 17.30pm

Welcome to you, and your family, to Benview Early Years Centre, this is an exciting time for you all as your child begins a new learning journey. Our centre is non-denominational and caters for 2-5-year olds. We are part of St Roch's Learning Community.

Maximum Capacity

40 morning and 40 afternoon 3-5-year olds

15 morning and 15 afternoon 2-3-year olds

Benview's vision, values and principles...

At Benview early years it's our central importance while 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 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

We plan and providing space and experiences to encourage individual interests and learning to unfold.

All staff bringing individual skills and qualities and through trust in our colleagues as skilled practitioners everyone plays a part in Benview harmonious environment and rich learning experiences.

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's important to love and 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.

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.

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### Our session times

Morning sessions-8am-12.30pm

Afternoon sessions-1pm-5.30pm

Full time sessions- 8am-5.30pm

### Staff

Our Management Team

Head of Centre-Josephine Wood – CP Coordinator

Acting Child Development Team Leader- Mary Kate McGlone (Term Time) – CP  
Depute Coordinator

Acting Child Development Team Leader – Chloe Duncan - CP Depute  
Coordinator

### Our Staff Team

CDO-Pamela Lambe

CDO-Stephanie McKenzie

CDO-Caroline Wallace

CDO-Leanne Reid

CDO-Rachel Henderson

CDO-Billie Stratton

CDO-Shannon Martin

CDO-Chloe Duncan

CDO-Maggie Reid J/S

CDO-Family support champion- Sam McGibbon J/S

SFLW-Aimee Furlong

SFLW- Christine Ramsey

SFLW- Kerry Welsh

Clerical- Kelly Munn (FT)

Clerical-Kaitlyn Baxter (10hrs)

Janitor-Tommy McGuinness

Janitor/Day Cleaner- Diane Kay

### Home visits

You will be invited to take part in a home visit where one of our Family workers with your child's Key worker would visit your home to meet you and your child before they begin nursery. We find this visit is an essential part of your child's transition from home to nursery as this is a major change in their little lives. We look at parents as partners in the transition processes and this allows for the first relationships to begin. Your child will meet their Key worker in their own environment where they feel safe and happy and will remember that familiar face who will be waiting for them on their first day in nursery. This special time also allows you to speak to the family worker and ask questions and eliminate any fears or questions you may have. At the home visit you will discuss your child routine and information that enables us to look after your child in the best way we can.

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### Key person approach at Benview Early Years

***“The Key Person skilfully observes children in their play, their relationships and in their day to day activities, in order to inform future opportunities and experiences that best meet the needs and the interests of children. The key person system also enables informed and sensitive communication with the child, family and other agencies, in line with the key components imbedded the Getting it Right for Every Child (GIRFEC) approach”. (Pre-Birth to Three 2010).***

- The key person has an important role to play in guiding and supporting the family through the settling phase, gathering relevant information about the child and their family. The key person will continue to update the team of any changes for the child and record this in the child’s care plan.
- The key person shares life’s wonders and celebrates the children’s achievements with them. Then sensitively records personalized observations of the child to their learning Journals looking for planning opportunities to extend children’s interests and knowledge.
- The key person will build a relationship with the child and their families and communicate regularly in particularly at a termly Focus meeting where parents will learn about their child’s progress.
- The key worker will introduce with support from the family support workers introduce the new family to our community and build positive relationships; while never taking over from parents.

What to expect on your first week....

### Settling

You will agree a setting time with the Family worker, we will begin this process slowly and will be unique and gradual to your child’s needs.

You will be expected to stay and help to settle your child into their new environment in the first few days as we value your contribution as your child’s first education. Staff will welcome you and your child into the play room where we would like you to show your child round the room and play with them. Settling times will be mutually agreed between you and the key worker.

***“We can never remind ourselves too often that a child, particularly a very young and almost dependant one is the only person in the nursery who cannot understand why is he there? He can only explain this as abandonment unless he is helped in a positive and affectionate way this will mean levels of anxiety than he can tolerate”. (Goldschmied E & Jackson S, People under three second edition)***

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Your child will be shown where their own peg is where they will keep their jackets and bags.

On your child's first day bring along a bag that we can keep on the child's peg.

Contents you should bring:

Full change of clothes, top, bottoms, pants & socks

Comfortable shoes & wellies

Rain proof jacket/ Hat & gloves

Nappies & wipes (if required)

### Snacks & Lunch

Snacks am and pm- children can choose when they would like to sit and eat a snack, the children will be taught by the staff how to select their own snacks and how to tidy away their own plates and waste.

Lunches are from 11.30am-12.30pm and 1pm-2pm approx.

Children can choose when they would like to eat their lunch, this means if the child is not ready to eat their lunch at 11.30am they have plenty of opportunities to do so, this enables them to carry on playing with out being disturbed until they are ready. Again, the children are taught how to sit and enjoy lunch, this gives the children enriched learning opportunities.

### Play

Your child's day begins the minute they come into nursery, we have indoor and outdoor play opportunities and both are available at all times for your child to choose. Children have full choice and the freedom to choose their play, we carefully designed their day to ensure there is little or no transitions as we respect the children's play by not interrupting them unless necessary. Children are given freedom with guidance and it's very important that children are taught to have firm consistent rules.

*'[The] child is free to determine his own actions according to the laws and demands of the play he is involved in. Through and in his play, he is able to feel himself to be independent and autonomous'. (Froebel in Liebschner 1992:69)*

### Charges and session changes

Children are entitled to 1140 free hours per year from the day after their third birthday. Eligible two-year-old children are also entitled to 1140 free hours per year funding, depending on evidence provided for criteria. Glasgow City Council will charge for extra sessions and this will be paid directly to the council. If your child is not yet entitled or require additional sessions due to your working hours this could be possible, please ask for change of session form from the office and we will endeavour to help you in any way we can.

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### **Toy Fund**

We regularly raise funds and ask you for you to support our toy fund as we do not receive money to pay for additional resources such as flour for play dough, baking materials or trips and outings for the children etc. Currently we The children also use this money to go trips to the shops with the staff to purchase their shopping lists that allow them to choose their activities. All we require is everyone to donated £1.50 per week to our toy fund and this would allow us to continue to do this.

### **Learning Journals**

We will send you an email and connect you up to your child's on-line learning Journals. You will be able to see daily observations on your child's achievements, you will also be able to post your own comments and photographs.

### **Family Support Team**

You will initially meet our family support team at your home visit, Sam and Mary-K

### **Focus Child & Parental Involvement**

*Our centre is underpinned by the principles of the early years pioneer Fredrich Froebel (1782-1852)*

*Froebel's principles include:*

- ❖ *Respect*
- ❖ *Community*
- ❖ *Connectedness*
- ❖ *Learning and development*
- ❖ *Creativity*
- ❖ *Environment*
- ❖ *Well-qualified early years professionals*

*As part of our transition over the past 2 years we have transformed our gardens, playrooms, resources, staff training and development and most importantly the way children learn and develop and how our adults respond to them.*

*Young children live in the here and now. If adults are to make a real difference to their learning they need to seize the moments when children first show their curiosity and support their next steps immediately. The role of the adult is critical in promoting child-led learning allowing children to live, learn, play and develop in the here and now.*

*The adult's role is to observe your child's play, assess what they see, plan how to respond.*

### **Focus Child**

Every week we will choose one group of children to focus on. All children will have a focus week once per term. Adults who work in your child's playroom will

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observe teachable moments with your child. This gives all adults and children an opportunity to build good solid relationships with each other and not just with your child's key worker.

As we value the knowledge and understanding you have of your child, we will send a planning sheet home the week before your child's focus week. This is for you to share your knowledge and understanding about your child with us. This will help us to plan for their future learning and development. The completed sheet must be given to your child's key worker, if you are not able to provide us with this, your child's key worker can phone you and help you complete the information required.

Your child's key worker will meet with you on a mutually agreed day to go over your child's learning journey, this will also give you an opportunity to ask questions on your child's learning and development.

*If you are interested in learning more about Froebelian principles and how we are embedding them into our everyday practice please speak to a member of our team.*

In Benview Early Years Centre we value the positive impact of working with families to improve learning and achievement. We have established positive relationships that are fostered to support confidence and self-esteem within our families and value the contribution parents and carers make to children's learning. Children thrive when there is a close connection between nursery and the family and the culture of each child. We provide opportunities for parents and carers and children to learn together in an inclusive, non-discriminative environment, free from harassment or bullying. Here at Benview EY we promise to listen to all our families and treat them with respect, and we will endeavour to embrace every family's cultural differences and ensure they are adopted into the life of the centre.

**Arriving to nursery-** Staff are always on hand to meet and greet children and parents at the nursery gates. Your child will come in and as they hang up their jacket they choose where they'd like to start their morning, which might be outside or in. It's important that they are not late for their session as it's important for the children to begin their day with their peers. In the past we have seen that frequently late children find it difficult to build relationships with their peers and has a huge impact in their learning and social development. We will support your child as you leave. It's important that children know their parents are leaving even if this is sometimes upsetting for them; it supports their trust and understanding that their special adult will return later.

**Leaving the nursey** - At the end of the day can mean parting from friends and interrupting play, so please arrive with time to spare to support your child with leaving. Children might wish to collect their chocolate Krispy from the kitchen or find their artwork from the drying area, or collect treasures from their day at nursery, all of which can take time leaving the nursery.

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We ask that you arrive before your child's finishing time (5 min before) at the very latest so that you have enough time to be able to leave with your child and their belongings at their finishing time.

Persistent late collection means our staff are delayed in their return to family and friends and will result in additional charges to parents

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. Tooth brushing - we do this daily. 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

### **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

#### **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.

#### **Jewellery**

Glasgow City Council Policy on jewellery. If you wish to have your child's ears etc pierced, that 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:





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*'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.**'*

### **Lending Library:**

We have a lending library for 3-5 year olds and Bed Time story bag for 2-3 year olds. Children may borrow books to take home.

### **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.

### **Access:**

Parents have access to all information kept on record about their child whether assessment records or childrens profiles.

### **Privacy Statement:**

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at:

[www.glasgow.gov.uk/index.aspx?articleid=2895](http://www.glasgow.gov.uk/index.aspx?articleid=2895)

### **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.

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The legal right of access includes all types of “recorded” information of any data held by the Scottish public authorities. From 1<sup>st</sup> 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](http://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 centres, 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 Education Service:**

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, 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 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 free from all forms of abuse, bullying or discrimination”. (A standard for Pastoral Care in Glasgow Establishments)  
In 2009 Glasgow City Council published its revised Anti Bullying Policy, incorporation 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.

### **Comments and Complaints:**

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

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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](mailto: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

### **Health and Safety**

We would like to bring it to your attention that due to updating Health and Safety procedures within the centre there are a few areas that we would ask you to assist us with.

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### Sun Policy

#### **Rationale**

To ensure that all children and staff are sun/heat safe throughout the warmer climate months.

#### **Statement**

In Benview Early Years Centre, we realise the importance of children wearing adequate protection from the sun while playing outdoors.

#### **Key Establishment Procedure**

- All children playing outdoors on a warm sunny or overcast day, must have had factor 30 sun cream applied to them.
- 10-15 minutes of unprotected Scottish Sun exposure is safe for all.
- It is the responsibility of parents and carers to ensure that their child has had sun cream applied to all exposed areas of their body before going out on a sunny, or overcast day, and it's the responsibility of staff to ensure this has been adhered to.
- For health and safety, and infection control reasons, parent's and carers are asked to apply sun cream to their own child before taking him or her into the outdoor play area.
- Staff wear gloves to apply sun cream at the beginning of the afternoon session to the children who attend nursery on a full-time basis additionally for any children that have not had cream applied.
- Parent's and carers are asked to provide a sun hat for their children, children who are reluctant to put on a hat for outdoor play, will work with the child to ensure they are accessing a shaded area within the garden; however, we will ensure the child is kept safe at all times.
- For health and safety, and infection control, staff will label the bottle with the child's name and date of when the cream was brought in.
- The summer sun is the most damaging to your skin in the middle of the day, as outdoor play is a vital part of the children learning and development children will be able to access the outdoor area (shaded)

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during the times of 12pm-3pm, however this will time monitored (10-15 min max with frequent breaks indoors) with accessible drinking water at all times.

- Children with Black skin must use sun cream as they can still burn due to lack of exposure to UV rays.
- Sun cream must be replaced every year as when opened it can lose its potency.
- To ensure that all staff are protected from the sun's harmful rays, they should provide their own sun cream, sun hats and sunglasses to ensuring full protection during their working day.

## SICKNESS POLICY

### ***Rationale***

We provide care for healthy children and promote health through identifying illness and allergies; we aim to prevent cross infection of viruses and bacterial infections by adhering to this policy

### ***Statement***

It is highly likely that at some point a child who attends the nursery may become sick from an illness, resulting in them feeling generally poorly and unwell. It is the responsibility of nursery staff to communicate effectively with parents and carers. As the child's main carer, parents are expected to abide by this policy at all times by caring for their sick child away from the setting, communicating regularly with the staff team and by not putting others at risk of infection.

### ***Key Establishment Procedure***

- If your child is suffering from an illness he/she must not attend nursery if they are symptomatic.
- If your child is absent from nursery due to illness, please could you inform the Nursery
- If your child is absent from nursery due to sickness. It would be helpful if you could inform us of the type of illness he/she might have, as other children may be experiencing similar symptoms and this will enable us to keep a track on the situation.
- For more information on childhood illnesses and excludable diseases and current exclusion times, please refer to our Infectious Childhood Illnesses table. The table shows the symptoms, care needed and exclusion time from nursery as advised by the NHS Health Protection Scotland, Exclusion Criteria
- It is recommended that advice be sought from your family doctor as soon as possible in cases of suspected infections.
- If a child appears unwell during the day – have a temperature, sickness, diarrhoea or pains particularly within the head/stomach - the

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Head of Centre or key worker will call the parents and ask them to collect their child.

- After any periods of diarrhoea or vomiting children are to be kept away from nursery for at least 48 hours, this is to aid your child's recovery and protect the other children and adults accessing the setting, including staff members.
- No adult whom is symptomatic with regards to an illness/infection must enter the setting to drop off, collect or care for the children.
- A child's temperature is taken using a Digital thermometer
- If a child has a temperature and the room is at normal temperature they may be made comfortable at times by removing some clothing. It is wrong to wrap up a feverish child. The aim is preventing overheating or shivering.
- Fresh drinking water will be continuously offered to the feverish child as this helps to prevent dehydration.
- In extreme cases of emergency, the child will be taken to the nearest hospital and escorted by the SLT and key worker.
- If your child has been prescribed a course of antibiotics, he/she cannot be brought to nursery for 48 hours. After this time, if your child is well enough, they may return to nursery. If necessary the medication will continue to be administered by staff members (see Administrating Medicines Policy)

Please note that we do not give any antibiotics unless it has been prescribed for your child for the illness or infection they currently have

### Procedures for children with allergies

- When parents start their child at the setting they are asked if their child suffers from any known allergies during the paperwork visit, if there are any this information is recorded upon the registration paperwork and cascaded to the staff team.
- If a child has an allergy, a risk assessment form is completed detailing the following information:
  - The allergen (substance, material or living creatures such as nuts, eggs, bee stings)
  - The nature of the allergic reactions (anaphylactic shock reaction, including rash, reddening of skin, swelling and/or breathing problems)
  - What to do in case of an allergic reaction (medical treatment- Epi-pen) and how this is to be used
  - Control measures (how the child can be prevented from contact with the allergen)
  - Review date
- This Health plan will be kept in the Administrating Medicines folder
- Parents and specialist practitioners will train staff in how to administer any special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.

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## **TRANSITIONS: INDUCTION & SETTLING INTO NURSERY**

### **Rationale**

A child needs time and empathy to build relationships with new adults they encounter and to understand the new routine and expectations. Transitions and induction are therefore critical.

### **Statement**

When child sets off for their first day at nursery, they should be full of positive emotions, excitement, confidence and happiness. Children should know exactly where they are going, who will be there, what they will be able to do on arrival and how long they will be staying there. A successful transition means that the child settles quickly – meaning that the child has good emotional well-being and can therefore relax and play immediately.

Our induction/settling period is critical, must be planned carefully and should take as long as is needed for the child to feel secure and relaxed. We will as a centre invest as much time as necessary in the settling process and involve parents and carers as much as possible. We will encourage parents to teach their own child how to be in the nursery setting.

### **Key Establishment Procedure**

- Our family worker and the child's key worker will complete a home visit at a pre-arranged time.
- Family workers will send parents or carers a pre-home visit email that contains vital information on the centre and the staff, this will include a short video of the centre for the parent to sit and watch with their child
- At the home visit the key worker will play with the child in their own surroundings while answering any questions that the child has, and show them photographs of the staff and the nursery. We will use all information we gather to inform our interactions with the child.
- Family workers will arrange a suitable settling date and times with the parents
- Parents must come along and 'teach' their own child how to be in the setting, our family workers will ensure the parent has little 'prompt' card with a list of things to do with their child while they are settling them.
- Important paper work and my world information will be gathered after the child has had a few successful settling days. This will allow the parent to focus on the child settling into their setting

**BENVIEW EARLY YEARS CENTRE**  
**FAMILY SUPPORT & LEARNING**

**Rationale**

To ensure that all stakeholders feel valued and included at all times. To focus on increasing the positive impact of working with families to improve health and wellbeing for the whole family.

**Statement**

In Benview Early Years Centre we value the positive impact of working with families to improve learning and achievement. We have established positive relationships that are fostered to support confidence and self-esteem within our families and value the contribution parents and carers make to children's learning. Children thrive when there is a close connection between nursery and the family and the culture of each child. We provide opportunities for parents and carers and children to learn together in an inclusive, non-discriminative environment, free from harassment or bullying. Here at Benview EY we promise to listen to all our families and treat them with respect, and we will endeavour to embrace every family's cultural differences and ensure they are adopted into the life of the centre.

**Key Establishment Procedure**



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Family Support team will make themselves available at key drop off and pick up times so

families have regular opportunities to discuss any issues or concerns they have.

Families have regular opportunities to participate in the nursery life if they choose to do so.

Through consultation parents are encouraged to contribute in the life of the centre by reviewing policies, completing questionnaires, evaluations and suggestions for nursery developments.

Parents can be actively involved in the life of the centre through fundraising, workshops and home links etc

Family learning approaches take account of developmental stages of children in the family for example stay and play sessions, reading books.

Family learning promotes equality and diversity through programmes such as ESOL classes and use of interpreting services.

There are regular opportunities for improved health and wellbeing among learners through programmes and initiatives such as The COZ Club, Paths, and the regular use of the sensory garden.

We promote good communication through:

Daily Contact, newsletters/Facebook/handbook, parent's workshops.

Learning Journals, FOCUS parent meetings

Home Links, access to donations from the food pantry.

### **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.

Comments below please



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