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Fasque Family Centre Handbook 2025/2026



Headteacher@fasque-nursery.glasgow.sch.uk

9 Ladyloan Ave Drumchapel G15 8LE

0141 944 0566

Registration No: CS2003014827

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Dear Parent/Carer,

On behalf of all, we warmly welcome you and your child to Fasque Family Centre.

“The right of all young children to high quality relationships, environments and services which offer a holistic approach to meeting their needs. Such needs should be interpreted broadly and encompass play, learning, social relationships and emotional and physical wellbeing.”

Scottish Government, 2009.

Giving children the best start through education with lifelong skills is of the greatest importance to us. We pride ourselves in providing a high-quality service through nurturing approaches, responsive care and following children’s interests. Whether your child begins their learning journey with us in the Iona & Jura playrooms (0-2 years), Skye and Arran playrooms (2-3 years) or Tìree playroom (3-5years) we will support you and your child as you both take your first steps in this new adventure together.

If this is your first experience of a nursery, then we hope that this handbook will be a useful guide to what takes place in our nursery.

We operate an open-door policy therefore please do not hesitate to speak to any of the team, we will be more than happy to have a chat or discussion with you.

We hope that you and your family will be able to participate in and enjoy your child’s time at Fasque Family Centre, and we hope that your child’s time spent here is a happy one.

Yours sincerely

Fasque Family Centre

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Vision Statement

Our vision is to develop an inclusive nurturing, healthy and safe learning environment in which children's natural enthusiasm to learn is fostered.

We aim to:

- To maximise the health and wellbeing, progress and achievement of every child by working in partnership with parent's/carers, schools, agencies and the local wider community.
- To provide learning environments and spaces (through consultation with children) indoors and outdoors to promote creativity, curiosity and enquiry, motivating children to learn and develop new skills.
- To provide structure, support and direction to children's learning to enable them to develop Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.
- To promote excellence in learning and teaching through professional development.
- To work closely with children and their families to promote and link learning at nursery and at home.

Meet the Fasque Family Centre Team

Senior Management Team:

Louise Curley - Head of Centre
Kirsten Frost – Lead Practitioner of Attainment
Maureen Scanlin – Team Leader
Amanda McLean – Acting Team Leader

Clerical Staff:

David Fallen

Child Development Officers:

0-2 Years Iona & Jura Playrooms

Charlene O'Neil Grimes
Samantha Paul
Debbie Sharpe

2-3 Years Skye & Arran Playrooms

Jade Mallinson
Emma Pollock
Lisa Richards/Emma Hislop (Job share posts)
Angela Tedford
Shirley Copeland (Support for Learning Worker)

3-5 years Tiree Playroom

Aga Banachowicz
Emma Dowell
Paula Duff
Sharon Kane
Paula McLaren
Danielle McGarrity (Support for Learning Worker)

Catering and Janitorial

Janitor Darren Turner
Catering Assistants - Donna McIntyre
Lorraine McTaggart
Antonella Labadia

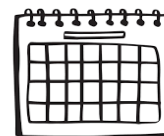
Cleaning Staff – Liz Burns
James Campbell



Opening Times

The nursery is open from 8:00 am to 5.30pm.
We are open 50 weeks of the year, we are closed for all Scottish Public Holidays and in between Christmas and New Year.

There are five In-Service days to support staff development. A full list of the years public holidays and In-Service days are available at the back of the handbook.



Hours/days of attendance:

We offer morning, afternoon and full day extended hours sessions.

All nursery placements are delivered in line with Glasgow City Council Area Admissions and Charging Policy and by the arrangement of the Head of Centre.

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Admissions and Charging Policy:

As with all Glasgow City Council Nurseries, applications for nursery places received are input into the Nursery Application Management System (NAMS) database.

All nursery places are allocated in line with the Council's Admissions and Charging Policy and the nursery staff will be happy to advise you how this policy operates when you apply for a place for your child.

Please note that the length of time a child's name has been on the register will not affect the child's priority for admission. Early Years Admissions and Charging Policy Guidelines are available from the Office.

A register of all applicants will be kept by the Head of Centre and the information contained in the application will be considered by the Admissions Panel to assist in the allocation of places.

Allocation of Places:

All nursery places are allocated in line with Glasgow City Council's admissions and charging policy and the nursery staff will be happy to advise you how this policy operates when you apply for a place for your child.

An area admissions panel decides how nursery places will be allocated.

Attendance:

Regular attendance is very important, if your child is going to be absent, please call or email the nursery to let us know the reason.

Children should not attend nursery if they are unwell in any obvious way including, fever, diarrhoea, coughing spells and untreated infections of the skin.

Emergency closure arrangements:

The Nursery will be opened on the times already outlined, but on some occasions and circumstances, emergencies arise which mean the Centre may have to close.

Centre's may be affected, for example, by severe weather, transport problems, power failures or difficulties with fuel supplies. If this happens, we will do all we can to let you know about the details of closure and re-opening.

Please note Parents/Carer will not be charged if there is a disruption to the service, this is

Settling your child into nursery:

You and your child will be invited to the nursery to begin settling in. On the first day your child will be introduced to a member of staff, known as their key worker, to offer a sense of security for your child.

Should you have any concerns or wish to discuss any matters regarding your child, your child's key worker is the first point of contact. It may take a few days to settle your child however the key worker will work with you and your child to help make the process a positive one.

Arrival and collection of children:

It is expected that a responsible adult over the age of 16 will bring child to and from the nursery.

In the interests of your child's safety, you should make a point of telling the Head of Centre if he or she is to be collected by someone not known to the nursery staff.

This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.

Nursery fund:

We have a voluntary donation of £2.00 each week towards the nursery fund. This can be given to David in the office.

This is used to pay for baking, Birthday and Christmas present

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Snacks and the Promotion of Healthy Eating

At Fasque Family Centre we follow the Scottish Governments Settling Table guidelines. This guidance provides standards for the food and drinks provided to children aged 0–5 to ensure they are healthy and meet nutritional requirements.

Please inform us of any medical or dietary needs.

Children must not bring their own food / sweets to nursery. Some children have allergies and may become ill if given food by other children.

A copy of the lunch menu can be found on our Facebook page and outside your child's playroom.

Insurance

Sometimes children like to bring something special or new toys to nursery for their friends to see.

However, parents should ensure that valuable

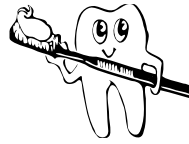
Illness

If your child is going to be off nursery, could you please phone to let us know. If your child becomes unwell during their time with us we will give you a phone call to collect them.

Should your child have a fever they should not attend the nursery.

If your child has diarrhoea and/or vomiting it is recommended that they stay at home for 48 hours from the last episode.

You will find a list from NHS on exclusion criteria for children.



Toothbrushing

All children in Fasque Family Centre with parental/carer consent participate in ChildSmile Toothbrushing Programme.

Children are closely supervised whilst participating in this programme.

Clothing

Children enjoy messy activities, so please do not wear 'good' clothes to nursery. We will always try to make sure that they wear aprons or overalls, but accidents do happen so please dress your child in suitable clothing.

If possible, could you please provide a spare change of clothes in your child's bag (a nursery bag will be provided).

Children's birthday's

We celebrate all children's birthdays at Fasque Family Centre. All children will have a small present and card from their peers.

Due to Setting Table guidelines, we no longer accept birthday cakes.



Accidents

Care is taken to provide a safe environment for all our children during their time with us.

Occasionally accidents do happen and no matter how insignificant they are deemed, parents are alerted to the incident, and you will

Data Protection Act 1998

Information on children and young people, parents/carers is stored on a computer system and in locked filing cabinets within the office.

Children's information may be used for teaching, registration, assessment and other administrative duties.

The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice.

For further information, please contact the establishment.

Dealing with Violence and Aggression Against Staff

Glasgow City Council has a zero-tolerance policy towards violence and aggression within their Centre. We welcome your support in ensuring our environment is safe and respectful.

Emergency Contacts

We ask that you provide us with two emergency contacts. Please ensure telephone contact numbers include one landline as sometimes mobiles are switched off.

It is very important that you inform the nursery immediately of any changes.

Visits to the Establishment from Outside Agencies

The nursery has regular visits from NHS Staff Vision Screening, Oral Health Team and Speech and Language Therapist. Staff will inform parents when these visits take place.

Working together to promote positive behaviour:

The Staff at Fasque Family Centre understand that young children can sometimes display difficult behaviours and are learning to manage their emotions.

We will work in conjunction with parents/carers to promote positive behaviour in accordance with our policy. Parents and carers can be assured that your child/(ren) will be always treated in a caring and sensitive manner.

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Dealing with Racial Harassment

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 City Council to eliminate unlawful racial discrimination.

In 1999, the guidelines 'Dealing with Racial Harassment' were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at establishment

Medication

It is very important that a full detail of your child's medical history is provided when completing admission forms and that any new information is communicated promptly to the child's key worker or the office.

Children cannot be given medicine in nursery unless by prior agreement in and a child's Individual Health Plan is completed for medication.

This medication is reviewed at the beginning of every month by a member of staff and Parents\carers.

All medication must have a pharmacy label on the medication and parents\carers must administer the first dose to ensure there is no reaction to the medication.



No Smoking Policy

In accordance with Glasgow City Council, there is strictly **NO SMOKING OR VAPING** allowed in the building or immediately outside.



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Child Safety/Child Protection:

Getting it Right for every child (GIRFEC) state that every adult in Scotland has a role in ensuring all children live safely and can reach their full potential. All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum. We use the protective messaging programme to ensure children use the appropriate language when talking about their body parts to ensure children are aware of how to protect themselves from harm. As with other areas of the curriculum, the nursery will keep you update of any changes.

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

- Ensure that children are respected and listened to.
- Ensure that programmes of health and wellbeing is central to the curriculum.
- Ensuring that staff are aware of child protection and safety issues and procedures.
- Establishing and maintaining close working relationships 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 Centre or the person deputising for the Head of Centre. He/She, 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.

If you have any concerns regarding the safety and wellbeing of a child, you must share this with a member of staff. When a young child is at risk of harm, abuse or neglect confidentiality is not an option. No single individual can protect children by acting alone. It is the sharing of information, collective thinking and collaborative action that enables decisions to be made in the best interests of children.

Getting
It
Right
For
Every
Child





The Curriculum:
The Aims of our curriculum:

Our aim is to cultivate children's natural learning processes through the provision of planned learning experiences and in providing resources that promote curiosity and exploration and enhance key aspects of children's learning and development.

How we promote learning:

We promote learning by encouraging children's self-esteem and providing opportunities for active learning through play. Some experiences are structured in accordance with the child's interests and learning styles, age and stage of development.

We will achieve this by:

- Using responsive care and nurturing approaches to promote individual children's self-esteem and to build trusting relationships that enable children to develop confidence in their abilities.
- Encouraging an awareness of self and others and of rules and relationships to promote positive behaviour to enhance health and wellbeing.
- Encouraging imagination and an ability to express and develop ideas and feelings in a variety of ways including talking, drawing, painting, movement and gesture and music for communication and language; aesthetic development; creativity and imagination.
- Offering opportunities to understand the environment and to help develop a sense of curiosity for knowledge and understanding of the world.
- Promoting literacy using books and stories, development of listening skills, exposure to print and opportunities to experiment with writing.
- Promoting an understanding of mathematical concepts and skills through the exploration and experimentation of numbers, patterns, sequences and sorting.
- In doing so this will allow our children to become successful learners, confident individuals, responsible citizens and effective learners.

Assessment:

Assessment is carried out on a continuous basis by:

- Discussion with parents
- Informal and formal observations
- Gathering evidence of children's achievements in the form of observations, videos and photographs.
- Children's learning across the playrooms in their online learning journals on the Seesaw platform
- Discussion at staff planning meetings

Why we Assess

- Share information with parents
- Planning for individual children and groups
- Compiling evidence about each child's progress
- Completing children's assessment trackers in the 3-5 years playroom
- Pre-school children's assessment trackers are passed on the primary school the children will be attending.

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Birth to Three

Children aged birth to three are offered a wide range of learning experiences. These experiences are planned using national guidance in conjunction with Glasgow City Council's good practice guidelines *Nurturing my Potential*

The Rights of the Child, Relationships, Responsive Care and Respect are the four key principles within the Pre-birth to Three guidance. Each of these principles are interrelated and interdependent:

- Rights of the child
- Relationships
- Responsive care
- Respect



RIGHTS OF THE CHILD:

Every baby and child have the right to thrive and be nurtured by adults who will promote their learning and development, and general wellbeing, including health, nutrition and safety. Promoting and upholding children's rights, as defined by the United Nation's Convention on the Rights of the Child 1989, must underpin all policy and practice for children.

Children are active citizens in the world, and from a very early age, children are finding out about their rights, often through the ways in which others treat them. They are learning to express themselves, and about their interdependence with others, how valued they are, about sharing, making choices, and about their place in the world.

RELATIONSHIPS:

Babies are born already equipped to form relationships. It is a survival mechanism which begins even before birth. Relationships are essential to the new baby's health and wellbeing and largely will determine the baby's future potential and life chances.

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

RESPONSIVE CARE:

Babies' brains are very busy trying to make sense of the world. Our responses let them know that the significant adults in their lives are consistent and can be trusted to respond to their needs. As a result of responsive care, and lots of physical contact, babies develop trust and are more likely to feel secure within themselves.

Responsive and caring adults are key to children's development.

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

RESPECT:

Encouraging self-respect, and respect for others, begins through the kind of experiences and relationships children have with people around them. Children need to have a sense of belonging and feeling of being appreciated and valued, if they are to participate in and contribute to society.

Realising the Ambition Being Me Document:

This document aims to support anyone working with babies and young children across all areas of Scotland.



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Outdoor Learning:

We have a great outdoor/garden area at Fasque Family Centre, all our children have the option to be outdoors for a part of their session. We have trained staff who can facilitate Forest Kindergarten sessions embedded in our curriculum. Pre-school children can take part in 6 sessions learning about their local environment. We also use the local woods for walks and activities. We can provide outdoor suits for all the children to use when the weather is wet so that the children can experience and learn at any time in the outdoor environment either in the nursery outdoor/garden or in the woods.



Inclusion for all children:

Within our centre we aim to provide a balanced curriculum and learning experiences to support all children. We believe that all children learn in different ways and may experience a variety of additional support needs at different times in their education. For some children, the support they require will be of a long-term nature, whereas for others, it may only be for a temporary period. Some difficulties are related to specific aspects of learning, e.g. speech and language development.

If your child requires additional support, the nursery staff will monitor his/her progress very carefully and hold regular review meetings involving all interested parties will be organised. A support network has been established to aid and advice, involving the senior management team, the nursery team and where appropriate, other agencies, e.g. Psychological Service, health visitor, speech and language therapist, physiotherapist, always in full consultation with parents.

Our aim is to work with parent\carers to support children's learning, this is carried out by:

Sometimes children need a little help to fully access all areas of the curriculum.

Staff will support children through a range of strategies, should your child require further support a range of services can be offered.

If it becomes apparent through a concern from yourself or staff observations that your child requires additional support, we will discuss this with you.

With your permission, we would refer your child to the appropriate agency for support and advice.

Your child may then have an Additional Support Plan (ASP) drawn up to meet their individual needs.

This process would include input from agencies involved, and you as parents/carers.

You will be kept up to date with the plan regarding the progress being made at each step. Your child will be allocated a keyworker who will liaise with various agencies and record any observations relating to the targets made by other staff and Support for Learning Workers

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Parental Involvement/HomeLink's:

Throughout the year Fasque Family Centre have various programmes running for the 3-5 playroom which includes Think Equal which supports children's understanding of different emotions, feelings and that everyone is different but equal. Parent\carers will be given activities home throughout the year to carry out with their child.

Promoting literacy through creativity – Parent\carers of children in the 3-5 years playroom will be invited to take part in a 4-week programme at the nursery with their child, where they will work with Kirsten our LPA and their child through a variety of activities.

Dug the reading buddy – Children in the 3-5 years playroom will have an option to take home Dug and choose a story from our lending library to read at bedtime.

Promoting numeracy through creativity - parent\carers of children in the 3-5 years playroom will be invited to take part in a 4-week programme with their child at the nursery where they will work with Kirsten LPA and their child through a variety of experiences together.

STEM parent\carer workshop – Parents\carers of the 3-5 years playroom will be invited to take part in a workshop with their child, where they will learn about how we promote science, technology, engineering and mathematics through a variety of activities.

Parent\carers of children in the 2-3 years playroom will receive a bag containing six nursery rhymes to promote playful literacy with your child.

Parent\carers of children in the 2 – 3 years playroom will receive a bag containing different props and songs\action songs relating to number to promote playful numeracy.

Change in Circumstances:

It is helpful if you keep the centre staff informed of anything happening at home that might affect the child's behaviour in nursery e.g. birth of a baby, death of a relative etc. It will help us to understand what is going on and enable us to give suitable support. Anything you tell us will be treated with confidentiality.

Links with the local community Nursery/Primary schools:

The centre is part of Drumchapel Learning Community. This consists of all educational establishments within Drumchapel working collectively to improve opportunities for all our children.

In our centre we place a great deal of importance in our children having access to the local community.

Visits to locations in the local area will be organised and member of the community may be invited into the centre to meet the children.

We have links with our local nurseries:

Drumchapel Family Learning Centre

Drumchapel Early Years

Cloan Nursery School

Chesters Nursery School

Cloverbank Nursery School

Primary Schools:

St Clare's Primary School

Antonine Primary School

Langfaulds Primary School

Camstradden Primary School

Drummore Primary School

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Suggestions and Complaints:

We are always anxious to maintain and improve our service. If you have any suggestions to make about the service, please contact the Head of the establishment in the first instance or the Depute or use the suggestion box at the front entrance. Similarly, if you have a complaint about any aspect of the service you should contact the establishment Head. We aim to resolve any complaints within 20 days.

If you feel your complaint has not been satisfactorily resolved with the establishment Head, please contact the Early Years' Service Manager for the North-West who is:

Liz Kerr

Education Services
City Chambers
40 John Street
Glasgow
G1 1JL

Tel No:0141 287 4453

Contact Louise Mayes – customer links officer:

Email address: Louise.Mayes@education.glasgow.gov.uk

Contact: The Care Inspectorate
Compass House
11 Riverside Dr
Dundee
DD1 4NY

Tel No: 0345 600 9527

Email: enquiries@careinspectorate.com

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Holiday Dates August 25 – August 26

August

- Tuesday, 12 August 2025 (Return date for Teachers & In-Service Day)
- Wednesday, 13 August 2025 (In-Service Day)
- Thursday, 14 August 2025 (Return date for Children)

September

- Friday, 26 September and Monday, 29 September 2025 (September weekend holiday)

October

- Friday, 10 October 2025 (In-Service Day)
- Monday, 13 to Friday, 17 October 2025 (October Week - Term Time Children)

December - Christmas and New Year

- Schools Close 2:30pm Friday, 19 December 2025 (Term Time children finish at the end of today for their Christmas break)
- Thursday, 25 December 2025 - Friday, 2 January 2026 (Christmas holidays)

January

- All children return on Monday, 5 January 2026

February mid term break

- Monday, 16 February - Tuesday, 17 February 2026 (Term Time Children)
- Wednesday, 18 February 2026 (In-service day)

April - Spring Holiday (Easter)

- Friday, 3 April 2026 (Good Friday-Closed to all children)
- Monday, 6 April (Easter Monday - Closed to all children)
- Tuesday 7 April - Friday, 17 April 2026 (Spring Break – Term Time Children)
- Children return on Monday, 20 April 2026

May

- Monday, 4 May 2026 (May Holiday)
- Thursday, 7 May 2026 (In-service day to coincide with Scottish Parliamentary election, but may be subject to change)
- Friday, 22 May 2026 and Monday, 25 May 2026 (May Weekend)

June

- Schools Close at 1.00 pm on Thursday, 25 June 2026 (Term Time children finish at the end of today for their summer break)

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July

- Monday, 20 July – Glasgow Fair

August

- Monday, 10 August 2026 (Return date for Teachers & In-Service Day)
- Tuesday, 11 August 2026 (In-Service Day)
- Wednesday, 12 August 2026 (Return date for children)

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