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# Fasque Family Centre Handbook 2024/2025



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Registration No: CS2003014827

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Dear Parent,

On behalf of all the Staff, I 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 in their journey through education and onto lifelong learning 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 Tiree playroom (3-5years) we will support you and your child as you take your first steps in this exciting journey.

If this is your first experience of a nursery, then I 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 come and see me or any of the team, we will be more than happy to have a chat or discussion with you.

I 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

**Mary McGinley**

Mary McGinley  
**HEAD OF 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 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:**

Mary McGinley - Head of Centre

Maureen Scanlin – Team Leader

Kirsten Frost – Lead Practitioner Attainment

**Clerical Staff:**

David Fallen

**Child Development Officers:**

**0-2 Years Iona & Jura Playrooms**

Emma Dowell

Sharon Kane

Paula McLaren

**2-3 Years Skye & Arran Playrooms**

Aga Banachowicz

Jade Mallinson

Charlene O'Neil Grimes

Angela Tedford

**3-5 years Tieve Playroom**

Paula Duff

Morgan McPhail/Manar Arefai (Job share posts)

Emma Pollock

Lisa Richards/Emma Hislop (Job share posts)

Debbie Sharpe

Samantha Paul

Christina Johnston (Modern Apprentice)

Danielle McGarrity (Support for Learning Worker)

**PALS Staff**

Janitor – Darren Turner

Catering Assistants – Donna McIntyre

Lorraine McTaggart

Cleaning Staff – Liz Burns

Carol Benson

James Campbell



### Opening Times

The nursery is open from 8:00 am to 6.00pm.

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 is 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.

### 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.

### 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 but the key worker will work with you and your child to help make the process a positive one.

### 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.

### 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 establishment 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.

### 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 has 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. (Parents will not be charged if there is a disruption to the service, this is deducted automatically when calculating fees).

We will keep in touch by Group call, telephone, Facebook or GCC twitter page.

### Nursery fund:

We ask that you donate £2 each week to the nursery fund. This is used to pay for food, baking ingredient's, special treats, books etc. You will receive a small brown envelope with your child's name on it and for you to place your nursery fund in to. The envelope is then returned to the office. There are regular fundraising events, which are enjoyable as well as useful. Participation is always voluntary, and the events are varied to suit people in different circumstances. Funds are used for outings and celebrations as well as for extras, which add to the richness of

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### Snacks and the Promotion of Healthy Eating

A light snack is provided daily. 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

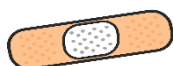


### Children's birthday's

Although we are a healthy eating nursery, we celebrate children's birthdays. Parent\carers are welcome to bring in a birthday cake for their child to share with their friends. The cake must be bought from a shop in a sealed box with an expiry date and a list of ingredients on the box. Staff need to know the ingredients within cakes as there may be children who have allergies to certain foods within your child's playroom..

### 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 be asked to sign an accident form. Which can be copied for you on request.



### 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.**

### 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. Remember the children have to go to the toilet themselves and braces, belts, etc are difficult for them to unfasten and refasten. No jewellery should be worn to nursery.



### Transport

Transport is not normally provided for children attending Early Years establishments. The Council may, however, provide transport to and from nursery for children with additional support needs who may require travelling some distance to take up their placement. A few establishments have their own transport but this is exceptional and generally parents should make their own travel arrangements.



### Insurance

Sometimes children like to bring something special or new toys to nursery for their friends to see. However parents should ensure that valuable items are not left at Nursery, particularly as the authority has no insurance to

## 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.

## Illness

Children **should not attend nursery if they are unwell** in any obvious way including diarrhoea, fever, coughing spells, and untreated infections of the skin. Mild or convalescing infection can still pose an infectious risk.



## Visits to the Establishment by Medical Staff

The nursery has regular visits from NHS Staff i.e. Vision Screening and Oral Health Team. Staff will inform parents when these visits will take place. Health Visitors for individual children may also visit to see the children in consultation with parents at all times.

## No Smoking Policy

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



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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.

## 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 the child may require on a long-term basis. This medication is reviewed at the beginning of every term by the Team Leader and Parents/carers. If the child requires medication on a short-term basis (no longer than 2 weeks) they will complete a short-term medication form and this is reviewed daily by the child's keyworker or the Team Leader. 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.



## Other Partners

If your child has been diagnosed with an additional support needs or is in the process of being assessed other professionals involved in their care may visit to assist their care or assessment and to have professional dialogue with the staff, again parent's will be informed of this visit for permission.

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## Child Safety/Child Protection:

Getting it Right for every child (GIRFEC) states that every adult in **Scotland** has a role in ensuring all children live safely and can reach their 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 are 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.





## 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 notes, photographs, examples of children's work and sometimes by video
- Children's learning in the 3-5 years room is posted in their online learning journals on the Seesaw platform
- Discussion at staff planning meetings

### Assessment is used for:

- Sharing information with parents
- In 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

#### Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families:

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 to a large extent 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 and all the children have the option to be outdoors for a part of their session. Some of our staff team are trained for Forest Schools where pre-school aged children take part in 6 sessions learning about their local environment. We also use the local woods for walks and activities. We are able to 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 done by:

- Initial contacts when a child is allocated a place in the Nursery with discussion about the child's achievements, likes and dislikes.
- The settling in process allows familiarisation with the setting and the people involved.
- Regular day-to-day communication between parent and Keyworker is common and where a parent is not able to have regular contact a Diary can be used to go between home and Nursery.
- There are opportunities for individual and small group discussion between staff and parents at events organised for that purpose.
- Individual Planning meetings involving parents, and any relevant agencies are arranged for children who need additional support or where a parent has particular concerns for their child or requests additional help.
- There are opportunities for parents to be involved through story- telling, outings and other events.

### 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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### Parental Involvement/HomeLink's:

Throughout the year Fasque Family Centre have various programmes running for the 3-5 playroom which include 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 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 is, of course, treated with complete 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

Or contact Louise Mayes – customer links officer,  
email address: [Louise.Mayes@education.glasgow.gov.uk](mailto:Louise.Mayes@education.glasgow.gov.uk)

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

Tel No: 0345 600 9527

Email: [enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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**Holiday Dates August 24 – August 25**

**August:**

- Monday 12 August 2024 (Return date for Teachers & In-Service Day)
- Tuesday 13 August 2024 (In-Service Day)
- Wednesday 14 August 2024 (Return date for Pupils)

**September Weekend:**

- Friday 27 September 2024
- Monday 30 September 2024

**October:**

- Friday 11 October 2024 (In-Service Day)
- Monday 14 to Friday 18 October 2024 (October Week, Term-Time children who attend the same as schools)

**December – Christmas/New Year holidays:**

- Schools close 2.30pm on Friday 20 December 2024 (For children who attend the same as schools)
- Monday 23 December 2024 – Monday 6 January 2025 (Christmas holidays for children who attend the same as schools)
- Closes 24 December 24 for children who attend 50 weeks of the year

**January 2022:**

- School opens Friday 3 January 25 for children who attend 50 weeks of the year
- Schools return on Monday 6 January 2025 (Return date for children who attend the same as schools)

**February: Mid-term break (Term-Time Children)**

- Monday 17 February 2025
- Tuesday 18 February 2022
- Wednesday 19 February 2022 (In-Service Day)

**April: Spring Holiday (Easter) (Term-Time Children)**

- Schools close at 2.30pm on Friday 4 April 2025 (for children who attend the same as schools)
- Good Friday 18 April 2025 (closed to all children)
- Easter Monday 21 April 2025 (closed to all children)
- Schools return on Tuesday 22 April 2022 (for all children)

**May:**

- Monday 5 May 2025 (May Holiday)
- Thursday 22 May 2025 (In-Service Day)
- Friday 27 May 2025
- Monday 26 May 2025

**June:**

- Schools close at 1.00pm on Wednesday 25 June 25 (Children who attend the same as schools finish today for their summer break)

**July:**

- Monday 21st July 2022 (Glasgow Fair)

**August:**

- Tuesday 12 August 2026 (Return date for Teachers and In-Service)
- Wednesday 13 August 2022 (In-Service Day)

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- Thursday 14 August 2022 (Return date for all pupils)

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