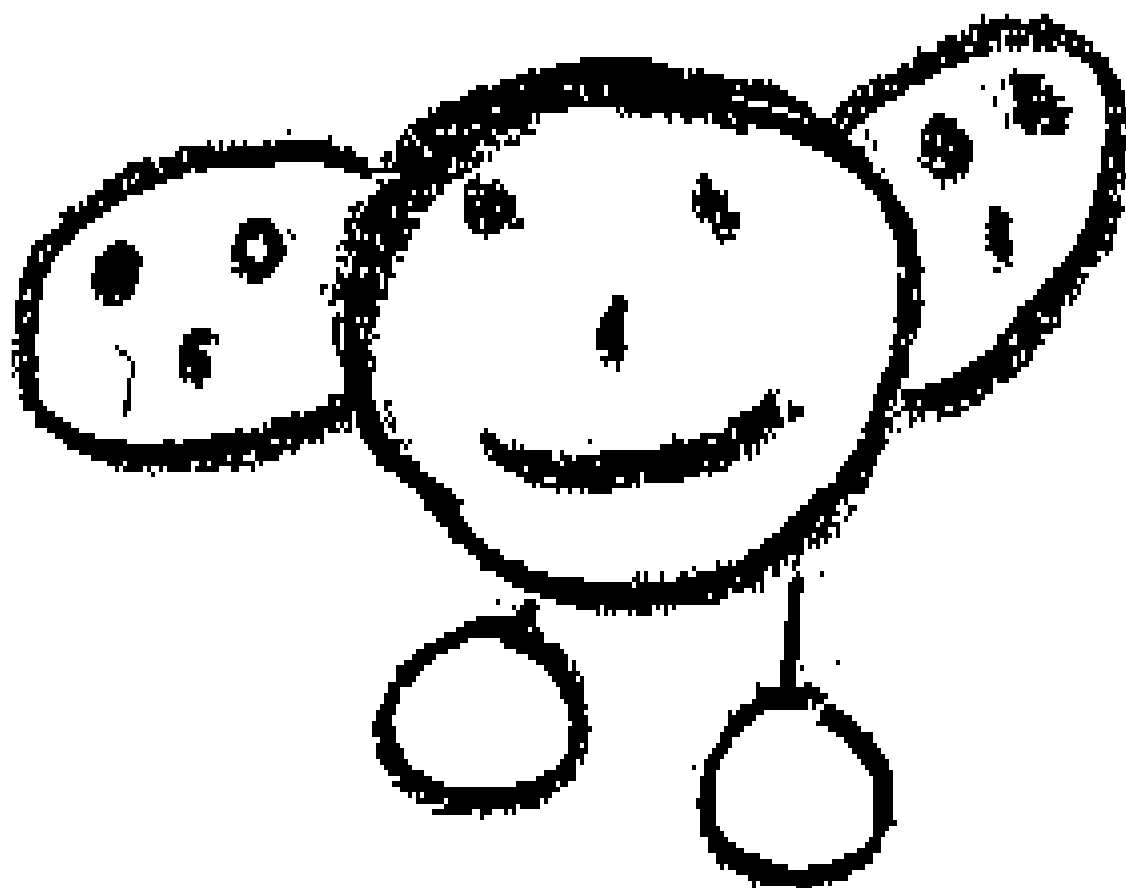


Sauchie Early Learning and Childcare (ELC)



Information Handbook

Session 2025-2026

Early Learning and Childcare Centre (2–5-year-olds)

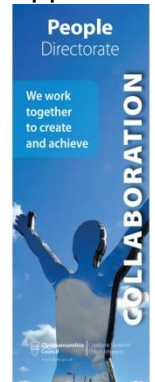
01259 452111

sauchieelc@edu.clacks.gov.uk

Clackmannanshire Council People Directorate

It is an exciting time in education across Scotland. Within the Clackmannanshire People Directorate, we provide a wide range of services for children, young people, families and communities and we are committed to lifelong learning, giving children the best possible start in life as they progress from nursery to school and beyond.

Despite the recent and ongoing global challenges, our mission to educate, protect, support and promote the achievements, health and wellbeing of every child and young person has ensured our children continue to flourish. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvements and a relentless focus on wellbeing is delivered in collaboration across educational establishments, services and with other regional and national partners.



With the full support of our Headteachers, Elected Members, Chief Executive, our corporate colleagues and partners, we are committed to our values of Respect, Inclusion and Collaboration - raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for every child in Clackmannanshire. Health and wellbeing, safety of our pupils and staff and educational attainment continue to be at the forefront of our minds.

We are committed to ensuring that the views of our children, families, communities and partners are taken into account when planning and delivering our services. We are committed to UNCRC which has recently been incorporated into Scot's law. Shared ownership and awareness of the education values is key.

- Respect – we have due regard for the feelings, wishes and rights of others
- Inclusion – we make sure that everyone can enjoy the same experiences
- Collaboration – we work together to create and achieve

Parents and carers, who have always been the most important educators of their own children, assumed an even greater role during lockdown, supporting their children to continue learning in whatever way possible, whilst keeping them safe and well. I believe we now need to strengthen parental involvement in education and continue to provide flexible systems to enable parental engagement and representation.

I encourage you to get involved in whatever way you can, be that via Twitter, Class Dojo or other in school activities to help you support your child's learning. Read with your child every day! Ask them what they have learned that day and get them to show you! Look out for opportunities to learn together as a family!

We are all ambitious for our children and young people and together we can ensure the best possible future for all in Clackmannanshire.

Colin Bruce
Chief Education Officer
Clackmannanshire

Dear Parents/ Carers,

We would like to welcome you to Sauchie ELC. We are delighted that you have enrolled your child with us. This is a very important time in your child's life and we aim to make it as enjoyable and productive an experience as possible. We hope this will be the beginning of a long and happy relationship in which we can work together to share your child's learning and development.

The purpose of this handbook is to provide information about our setting, which we hope will be of assistance. It also states the values of our setting as well as outlining how your child will learn through play, in a safe environment, supported by well qualified and experienced staff.

Further information will be shared through various letters and a bi-monthly newsletter and on our Community Notice Board outside. Reminders will be posted on the blackboard in the front hall. In addition, you may receive information at times by text message and Facebook. We also have a twitter page (details below). These will all keep you up to date with the activities and events happening throughout the year.

If you require any further information, please do not hesitate to speak with your child's keyworker or any member of the ELC team; we look forward to working with you in order to provide a quality service for each individual child.

Address:	Sauchie ELC By Holton Cottages Main Street Sauchie FK10 3NQ
Tel No:	01259 452111
Email:	sauchieelc@edu.clacks.gov.uk
Twitter:	@Sauchieelc

Meet the staff Team

Sauchie ELC caters for children aged 2-5 years and is open to families living within the Clackmannanshire area. The setting is open all year to children from 8.00AM until 5.40PM for a maximum of 103 (15 of which can be 2-3 year olds) children at any one time each session.

Keyworkers – Your child will be assigned to a key worker. On arrival and collection at the nursery you will be asked to sign your child in/out and name the person who will be collecting him/her. This is an ideal time for passing on or receiving up to date information.

Acting Head of Sauchie ELC:	Yvonne Lindsay
Acting Depute Head of Sauchie ELC:	Emma McGregor
Senior Early Learning and Childcare Educator	Susan Lavery
Acting Senior Early Learning and Childcare Educator	Sara Spalding (maternity)
Administrator:	Lesley Murphy
Catering Assistants:	Kim Fenwick & Susan Douglas
Learning Assistants:	Abbie Brown Joan Ward Michelle Latham
Early Learning and Childcare Educators:	Laura Sadler Natasha Raybold (acting senior) Amy Wishart Eilidh Thomson Lisa MacArthur Lizzy Falcone Heather Yeats Clare Hay Emma Farrell Ellie Whyte Rebecca Devanny Angela Queenan Carol Hunter Nicola Douglas Lisa Crawford Suzy Hearsum Christine Paterson Rebecca Morrison Elisha Young

Photographs of the staff are displayed inside the main door.

- The entire team are committed to continual professional development and regularly participate in the quality training opportunities.

- In the team we have qualified First Aiders and Fire Wardens and all staff are trained in Food Hygiene and Child Protection and General Data Protection Regulations (GDPR).
- At times it is necessary to use supply Early Childhood Educators to cover within the rooms.

Bringing Your Child to Sauchie ELC

When your child has been given a nursery place, he/she will be allocated a Keyworker. This member of staff will have special responsibility for the care, education and development of your child whilst in nursery, however all nursery staff are very involved with every child's learning and development and can be approached at any time.

Prior to starting nursery, you will receive a transition welcome pack and a home visit, providing opportunities to meet your child's keyworker and a member of the management team. During your home visit the keyworker will explain the settling in process.

Induction information and responsive care plans.

During your home visit we will complete an individual care plan and induction information for your child with you. This plan helps us to know and provide required support for your child and is updated with your child's keyworker every six months. It is your responsibility to inform nursery/keyworker of any changes that may be required.

Personal Information and the General Data Protection Regulations (GDPR)

The General Data Protection Regulations (GDPR) came into force on 25th May 2018. This places new responsibilities on organisations in as to how a person data is used. We will only retain your personal information for as long as necessary to fulfil the purposes for which we collected it. We may share your personal information as detailed on page 6 of the care plan. This ensures your consent will be sought to allow us to share information with relevant parties, who may be involved in your child's care. It is important that your personal information is accurate and up to date. Please keep us informed if your personal information changes during the time your child is at nursery.

Use of CCTV (closed circuit television) and General Data Protection Regulations (GDPR)

As a nursery we use CCTV with the primary purpose of monitoring people entering and leaving the building. This includes staff, parents and children. Following Care inspectorate 'Guidance for Care Providers in Scotland using CCTV in their Services 2018', we have a clear policy that can be accessed in the nursery policy folder (situated in the entrance) for further details.

If you have any questions about this privacy notice or how we handle your personal information please contact the Data controller Yvonne Lindsay, Acting Nursery Head @ sauchieelc@edu.clacks.gov.uk or the Clackmannanshire Council Data Controller Officer Evelyn Paterson @ DPO@clacks.gov.uk

Nursery Sessions

The Nursery sessions have been adapted into four different models to allow the nursery to offer extra provision for our 3–5-year-olds. Please see the table below for more information.

Model	Days and times	Hours per year
1	8.30am-2.30pm=6hrsx5 days a week- Term Time (38 wks)	1140 hours a year
2	8.00am–12.45pm or 12.45pm- 5.30pm Extended Year – 48 weeks, Only closed on in -service days and public holidays, and 1 week in October	1140 hours a year
3	8.00am- 5.30pm 2 days and 1 half day extended year 50 weeks a year (Children on model 3 can do either: Monday, Tuesday full day and Wednesday AM) or (Wednesday PM, Thursday and Friday full day) Extended year 48 weeks, only closed on in-service and public holidays, and 1 week in October	1140 Hours a year

Please be prompt to ensure your child is accessing a full curriculum.

To allow time for nursery/parent liaison the doors will open 15 minutes prior to collection time.

Arrival and collection arrangements

All children should be brought and collected by an adult over the age of 16 years. Children can be collected by the named family members who have been listed in your child's records. For safety reasons, please make sure your child is signed in and out on the group register by speaking to our admin Lesley at the entrance to the building. Please let Lesley know who is expected to collect your child that day. Thank you!

It is your responsibility to update names and telephone numbers as appropriate and telephone the nursery (01259 45211) if someone who is not on your child's list is coming to collect your child a password will be given.

Please note: If someone arrives to collect your child and we have not been expecting them we will get in touch with you to confirm this is ok before allowing your child to leave as per procedure.

During mass collection/drop off times a member of staff will welcome and be present at the door to greet you. From 3:00pm onwards we kindly ask families to wait at the glass door entrance to the main playroom and wait for members of staff to bring children to you with their belongings. This avoids other children getting upset when seeing children leave at staggered times and maintains uninterrupted play and learning.

We kindly ask that you follow our setting procedure in buzzing into the building to alert us that you are here to collect a child and don't come in behind someone else, this maintains our building security at all times.

The beginning and end of the sessions can be a very busy time in the nursery. **When you sign your child out you are then responsible for their safety.** Other children are welcome to come with or to collect nursery children; however, **the family member is also responsible for their safety.** We will have a staff member available at the door to greet families and answer any questions.

Where possible, can we politely request that families adhere to the flexible 15 minute drop off and pick up times and wait to collect their children when the door is opened as this can have an impact on the children's learning opportunities such as key group time.

Contracts and Sessions

All families are issued with sessions for their nursery placements. If you require amending or adjusting your session contract, we would ask you to request this in writing or by email to sauchieelc@edu.clacks.gov.uk This ensures transition is effective and supported and that any changes are well considered to support each individual child and family.

The Scottish Government's aim is to make Scotland the best place in the world to grow up, and to give all of our children the best possible start in life. It is widely acknowledged that the provision of universally accessible and high-quality early learning and childcare enriches children with skills and confidence to carry into and further develop throughout school, and is a cornerstone for closing the attainment and inequality gaps.

Sauchie ELC Values and Aims

Over a 2-year period a variety of opportunities were implemented to ensure all stakeholders of Sauchie ELC thoughts, feelings and opinions were included in the creation of our Nursery Values.

Our staff, team, families and children were all consulted and from the information gathered we identified common themes throughout the responses and from this established 3 main values:

- **Equity** (Inclusion, respect, fair, supported, achieving)
- **Love** (Nurture, care, relationships)
- **Play** (play pedagogy, learning, growth, enjoyment and choice)

Alongside these values the setting aims we created also in partnership with all stakeholders:

- We strive to provide children with tailored and individual learning opportunities and experiences to develop and achieve their full potential.
- We embed a nurturing and welcoming ethos across our setting that values relationships and provides high quality care and support for children and families.

- We provide a high-quality learning and teaching environment both indoors and outdoors through a play-based pedagogy which sees children thrive and enjoy their learning and achievements.

Ethos and Positive Relationship Approaches

At Sauchie ELC we believe in promoting high standards and high expectations of children's behaviour, whilst encouraging a positive, supportive and encouraging ethos. This allows for improved relationships and behaviour and underpins the outcomes in the Curriculum for Excellence and success in learning.

Our Positive Relationship policy reflects our values to:

- To educate the whole child and develop their personal and social skills to ensure their own wellbeing and that of others are maximised
- To ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities.
- To develop a desire in all children and young people to participate positively and enable them to reach their full potential and become successful learners, effective contributors, responsible citizens and confident individuals
- To support the development and awareness of consequence in children and young people

Sauchie ELC Improvement Plan

We are service guided by the ethos of continuous improvement. We ensure this through regular and robust self-evaluation, which involves parents, children and all staff. This process ensures we as a service are establishing a focused and outcome driven improvement plan. This is completed and planned in detail each academic session. The strategic priorities are incorporated throughout the improvement plan. At the end of each academic year, we complete a Standards & Quality Report which ensures we are reporting to all stakeholders and held accountable in our service delivery and actions. Reports are displayed in the foyer.

Key priorities for improvement planning 2024-25

- Priority 1: By June 2025 all children will have evidenced progression in 'personalised achievement' supported by skilled and confident Key Worker.
- Priority 2: By June 2025 pre-school children will progress in their literacy skills through progressing in at least 2 phases in the Sauchie ELC literacy trajectories.
- Priority 3: By June 2025 targeted children of Sauchie ELC learners will have steady involvement and engagement in learning through an enabling learning environment.

Sauchie ELC Standards and Quality report 2023-24 Key Achievements:

Attainment in Literacy	<ul style="list-style-type: none">80% of pre-school children are on track to achieve Early level by the end of P118 % of pre-school children are on track to achieve Early level with the continuation of identified individual interventions by the end of P1
Attainment in Numeracy	<ul style="list-style-type: none">88% of pre-school children are on track to achieve Numeracy Early Level by the end of P110% of pre-school children are on track to achieve Numeracy Early level by the end with the continuation of identified interventions of P1 <p>TPJ for mathematical skills = 88% of pre-school children have been assessed as on track with mathematical skills</p> <p>10% of pre-school children have been assessed as on track with mathematical skills with the continuation of identified interventions</p>
<ul style="list-style-type: none">47% of Sauchie Learners have been identified as having an additional support need and are supported within the stage intervention process.As a result of effective targeted support interventions in literacy skills, 3 learners were removed from the SI process due to significant progress in learning and development.	

Sauchie ELC role in the community

We value our relationships with those in our local community and work in partnership with others to ensure we are an active part in our local community. Sauchie ELC celebrated its 50-year anniversary in 2022 and is proud of the heritage of our setting. We work closely with our local care home to and value our intergenerational links with our families in our local community

In Sauchie ELC we are part of the Eco Schools and have a Gold Rights Respecting Schools Awards which strongly values community partnerships and relationships, which your child will be a part of. We have a long-standing relationship with Active 8 who provide our families with grocery bags on a weekly basis. All children in Sauchie ELC have access to this on rotation during their time here.

We also maintain strong working relationships with local feeder Schools and work as part of a mini cluster with Deerpark, Craigbank, and Fishcross Primary Schools. Throughout each academic year we provide opportunities for both staff to collaborate and pupils to engage in joint events.

PARTNERSHIP WITH FAMILIES

We aim to continue to develop a partnership with families and the wider community.

You know your child better than anyone; therefore, it is important that we work in partnership with you to develop your child's learning. This will involve good communication, sharing relevant information and involving you in the life of the setting. For this to be effective, the communication has to be a two-way process. All staff strive to provide a quality learning environment for all children.

Our Nursery Day

Each day is completely different as children's learning can change and adapt, but we do have some routines in place to support children to get the most out of their time with us. The rhythm of the day includes opportunities for your child to access a wide variety of play opportunities and experiences, these include small group adult directed and adult initiated and child-initiated opportunities. Free play is promoted throughout the day where children have opportunity to lead their own learning, explore what the environment indoor and outdoor has to offer and interact with their peers/friends on their own individual or collective learning adventures.

Young children are learning all the time – from adults, from one another and from the world around them. Educators promote 'playful pedagogy' which is a way of integrating children's play experiences and interests with curricular learning, Educators follow children's interests, then provide children with the opportunity to extend their thinking and learning and use a variety of approaches to engage children in purposeful planned play opportunities. This ensures children are engaging in meaningful activities that encourages autonomy, independence, whilst learning about themselves and others.

You are your child's first and most important educator. We value and welcome your comments and suggestions to extend your child's learning through our planning and your child's learning journal. We are here to support and extend that learning process, and to offer your child opportunities for further exploration and experimentation. Throughout the year we ask for feedback from families through a variety of media.

Family Helpers – We are always keen to welcome helpers. The time they spend helping out is much appreciated. If you have some time to spare and would like to be involved in the life of the nursery, please let us know and we will be happy to guide you through this process. You can access a copy of our policy and leaflet from the office.

Your Child's Learning

We aim to be proactive in educational development by planning and documenting high quality learning experience referring to a selection of curricular tools kits - Curriculum for Excellence, Pre-Birth to Three, Realising the Ambition; Being me and Applying Nurture as a Whole School Approach.

'The vital contribution of pre-school education lies in developing and broadening the range of children's learning experiences, to leave them confident, eager and enthusiastic learners who are looking forward to school'. In addition, implement the nurture principles to close the attainment gap in education. At the heart of 'Nurture' is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people. It fully supports our promoting positive behaviour ethos and is a key approach to supporting behaviour, well-being, attainment and achievement.

Using the Nurturing Principles, Curriculum for Pre-Birth – 3/Excellence Framework, we plan activities and experiences that begin to develop the knowledge and understanding, skills and capabilities that will be built on throughout your child's education at Primary School and beyond. With your help and support, we aim to develop 'the 4 capacities' in children: ***successful learners, confident individuals, responsible citizens*** and ***effective contributors***. In Sauchie ELC we offer children a broad range of experiences and activities in the following curricular areas: **Literacy and English, Numeracy and Maths, Health and Wellbeing, Expressive Arts, Science, Social Studies and Technologies.**

Play Based Pedagogy at Sauchie ELC

Play is one of our values at Sauchie ELC and although it provides your child with joy and excitement, play can also pose challenge and problem solving. Play based pedagogy (an ethos and approach of play-based learning) at Sauchie ELC is represented through our responsive and reflective approach to curriculum delivery. Where child-initiated play, adult initiated play and adult directed experiences are all used to ensure a balanced approach to delivering an inclusive curriculum for all learners through play. Think about our play pedagogy as 'our head – what we think, our hands – what we feel and our heart – what we do.

Recording and Sharing Children's Progress

Every child has an e-learning journal. This is an observational record and identification of your child's progression in learning. Educators' record your child's progress and development during their time in the setting. You will be able to log into your child's learning journal at home and we will notify you by email when an observation has been added to your child's journal. Parents are encouraged to contribute to their child's learning journal by adding in achievements and learning that takes place at home, for example riding a bike or using the potty for the first time, or sharing their knowledge of numbers or letters. You can add in special occasions such as birthday parties or a new baby in the family. We would also like you to add in any interests or hobbies that your child may have, for example dance classes. All this important information supports us to ensure your child has a responsive record of learning and progression that is individual to your child.

Parent/Family/Carer Link Meetings to Share Progress in Learning

We plan to have two meetings to gather and share information about your child's progress per year. (One in November and the second one in May). Staff will share your child's learning diary and as your child progresses a brief progress report. A final report will be updated in June before your child goes to school.

Documenting Your Child's learning

At Sauchie ELC we use a documentation approach to learning. Educators document learning of all children and display work on the walls, on the interactive screen and in individual e-learning journals, group documentation and learning group books. This approach ensures that learning is visible and responsive to children's interests. You are always welcome to come take time to look

Our Sauchie Storytellers project gives families a guided opportunity to contribute to documenting your child's learning through the e-journals by sharing a story together at home. Look out for your pack when your child starts nursery.

Talking Together at Sauchie (TTS)

Sauchie ELC offers a program of exciting activities to develop children's Language skills. In 2019 Sauchie ELC was the first ELC setting in Forth Valley to achieve the Diamond Award in this project. Since then, TTS has become part of our everyday learning experiences and in Sauchie ELC our learners now engage in a bespoke literacy package of learning. Our new literacy package includes opportunities for children to develop a mix of Language, Comprehension and Listening skills.

We aim to promote the health and wellbeing of all children, their families and staff.

PARKING

If travelling to nursery by car PLEASE PARK in the large car park opposite Sauchie Hall. There is a traffic island to help you cross the road safely.

For the safety of ALL CHILDREN, we have been advised by the local authority and the POLICE to ask parents/carers to stop parking in the nursery car park unless you have a disabled badge. ALSO, FOR THE SAFETY OF ALL CHILDREN and adults please use the pedestrian access. Residents in Holton Cottages who have disabilities have politely requested that parents do not use their spaces to park.

Personal Belongings

Your child has his/her own peg. Lost property will be kept and displayed for as long as possible in the Foyer. While educators do their best to ensure that your child's personal belongings are cared for, the nursery holds no responsibility for such belongings being lost, broken or damaged.

We would really appreciate it that your child's clothing is clearly labelled with their name so we know who these belong to and can return them safely. There are fabric pens/station set up to label your child's items in the setting.

Although the wearing of crocs is not prohibited in Sauchie ELC we recommend that you pack suitable outdoor footwear to enable your child to be active in Sauchie ELC safely.

Nursery Uniform:

Sweatshirts and polo shirts with the Nursery logo are available to order through my clothing web site - myclothing.co.uk It is not compulsory to wear nursery uniform at Sauchie ELC. We also have donations of old uniform available in nursery at times.

Children are encouraged to “look after our belongings” at Sauchie ELC and this is part of caring for our things and tidying up each day.

Outings and celebrations

- Groups are taken out in the local areas for a purpose e.g., to Gartmorn Dam for outdoor learning.
- Children’s birthdays are celebrated in Sauchie ELC.
- Christmas is celebrated in a number of ways in the nursery. We always have a Christmas party with Santa visiting.
- We will also celebrate other festivals as identified by parents/carers during induction.
- A calendar of celebrations will be agreed at the beginning of each term.



Induction to School

The Nursery feeds Clackmannanshire community. Some parents may opt to put a placing request in for another school out with your catchment area. Please speak to staff for information.

Enrolment for school usually takes place in January – please keep an eye on the notice boards in the entrance way for further details or contact your catchment school to discuss arrangements.

We endeavour to ensure that the transition arrangements lead to a smooth start for school and we work in partnership with the schools to ensure that accurate and relevant information is shared so that your child has the best start to the next stage of their learning journey.

Moving to School

- ♦ We at Sauchie ELC support every child’s transition as they move from nursery to primary school. You will be given a copy of our transition policy at this time. We follow each school’s individual transition program and aim to support families throughout this process.
- ♦ The success of this transition programme is enhanced by effective relationships with the local primary schools.
- ♦ Information about your child’s progress will be passed on to the primary school with your permission in line with the GDPR regulations. In addition, at the start of the new school term we are committed to supporting, where possible, to help children settle into Primary 1.

Awards and recognition @ Sauchie ELC

- A full STEM Nation Award setting.
- An Eco School with green flag.
- GOLD Rights respecting School award (UNCRC) Dec 2024.
- Diamond award language and communication environment.
- 2024-2025 – Live literacy residency with illustrator and author Emily McKenzie funded by the Scottish Book Trust.
- A promise committed setting.

Getting It Right for Every Child (GIRFEC)

Getting it right for every child and young person is a national policy to help all children and young people grow, develop and reach their full potential. This policy is designed to improve outcomes for children and their families, based on a shared understanding of their wellbeing.

The remainder of this handbook is presented in the 8 wellbeing Indicators identified through GIRFEC. Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included.

In 2024 we introduced our Wellbeing buddy's initiative which supports our young learners to become more familiar with the GIRFEC well-being indicators through the characters. These are displayed when you enter the playroom door.

SAFE

Child Protection Policy

We promote the safety of users and follow child protection procedures, meeting Clackmannanshire Council's guidelines.

- ◆ We aim to protect children from any form of abuse and act upon any behaviour indicative of this.
- ◆ All educators participate in child protection training which keeps them informed of current practices and highlights the need to be vigilant when working with children.
- ◆ Where educators have concerns regarding the safety of a child, they are required to raise these with the Head of Nursery.
- ◆ Legislative Child Protection Procedures will be implemented where necessary. These are in place to ensure that safety of all children.

The General Data Protection Regulations (GDPR) highlight under the new Data protection we can process personal data if necessary: to protect someone's vital interests: such as responding to child protection concerns.

Sun Protection

To ensure your children are protected from the harmful rays of the sun, we ask that you put sun cream on your children before they attend nursery on sunny days. We would ask parents and carers to provide sun hats and suitable clothing for the children playing outside. We kindly request parents/ carers complete a permission to apply sun screen form during the home visit.

First Aid

A great emphasis is placed on safety in the nursery. However, accidents can happen. In the event that your child is injured, the nursery staff will take the appropriate action. In the unlikely event of anything more serious occurring, you will be contacted immediately.

- ◆ Qualified first aiders available at all times. All accidents are recorded and parents will be asked to sign the form to indicate that they are aware of the incident.
- ◆ Please ensure that all contact numbers are kept up to date in case we need to contact you.
- ◆ We also ask that you inform us if your child has any bruising or injury that has happened out with nursery.
- ◆ If your child has suffered from a significant injury, broken/fractured limb, a risk assessment and possibly a letter from your GP will need to be in place before he/she can return to nursery following recovery.
- ◆ Risk assessments will be created in line with families where appropriate.



Fire Safety

- ◆ A full fire risk assessment of the premises has been carried out and is subject to annual review.
- ◆ In addition, termly fire evacuation exercises and weekly bell tests in the centre are carried out and recorded.
- ◆ Children take part in planned and unplanned fire drills throughout the year.

Door Entry System

- ◆ We have a door entry system for the safety of our children and security of the building. Please make sure the door is ALWAYS closed and do not allow anyone you do not know to enter the building with you. Children should be discouraged from opening the door themselves.
- ◆ Please alert us if you notice any strangers loitering.

Safe Housekeeping

- All rooms, areas, outdoor spaces and outings are risk assessed and staff are fully trained. The centre complies with Hazard Analysis and Critical Control Point (HACCP) requirements of food safety legislation, HACCP house rules are in place and staff are fully trained.
- Public Liability – Clackmannanshire Council has in force a public liability policy which operates in respect for injury to any pupil whilst in control of the council or employees.

Non-Smoking/Vaping Policy

Please note that the Nursery operates a non-smoking policy, this include vape smoking devices. We would kindly ask all parents/carers to respect it in the nursery and its premises.

Dog free premises:

Please politely respect the views of others and keep your dogs outside the nursery premises during collection/ drop off times. If your dog requires a muzzle by law please adhere to this.

HEALTHY

Sleep/Rest Times

There is no set time when children take a nap, however please inform educators of your child's sleep pattern when they start nursery during home visits. There are a number of nurture/cosy areas within the nursery environment should your child require rest time.

Administration of Prescribed Medication

- Wherever possible medicine should be administered at home. Where this is not possible and the child is well enough to attend nursery prescribed medication from the GP can be administered by educators.
- All medication must be retained with the original packaging and clearly labelled by the pharmacy, with the child's name, current date and prescribed dose i.e., we cannot give prescribed calpol that does not have a current date.
- Medicine forms must be completed with written instructions from parent regarding times/amounts of medicine to be administered. The first dose of medicine must be administered by the parent. Educators cannot give out medication unless this form is completed.
- Please note that educators administer medicine on a voluntary basis.
- The above information also relates to asthma inhalers. Please source an additional inhaler to be kept in nursery.

When your child is ill

Please telephone 01259 452111 or email sauchieelc@edu.clacks.gov.uk if your child is unable to attend nursery. Should your child become unwell at the nursery, we will contact you or your emergency contact immediately and ask that your child be collected early. If your child is ill, for comfort of your own child and the safety of others please keep your child in the comfort of their own home. If your child is unwell, they should not be brought to nursery. We appreciate that this is difficult for parents/ carers who are studying or working, therefore we suggest that back up child care arrangement are in place. Please note that children should be kept off nursery for 48 hours AFTER the last bout of sickness or diarrhoea.

Childsmile

Sauchie ELC is part of NHS Childsmile Programme. Every 3 and 4 year old attending nursery in Scotland (extended into some P1 and P2 classes in schools), is eligible to be offered:

- Free daily supervised toothbrushing within their nursery.
- Free dental packs, which contain a toothbrush, 1000ppm fluoride toothpaste and oral health messages.
- Oral health education for your child.

The Childsmile team visit the nursery and:

- Talk to parents and carers about the programme and answer your questions.
- Give you a toothbrushing or toothbrushing & fluoride varnish consent form apply fluoride varnish teeth (twice a year). Advise parents about caring for your child's teeth at home.

ACHIEVING

The Curriculum

The nursery environment offers opportunities for children to engage in all areas identified through our curriculum in Scotland Pre Birth to Three and Curriculum for Excellence (CfE) (3-18years) and milestone for complex needs.

When a child needs additional support and care

- ♦ Clackmannanshire Council has a system known as Staged Intervention, this process is used in Clackmannanshire nurseries and schools to identify and meet the needs of children who need additional support of any kind.

- ◆ Your views and your child's views are taken into consideration at every stage of this process.
- ◆ You will receive a leaflet explaining staged intervention further when your child starts nursery and if your child requires additional support.
- ◆ Please speak to your child's keyworker if you think this may concern your child.

Early Intervention

We have some groups that run in the community for example: THRIVE, PEEP, Incredible years, Triple P parenting classes, mellow dads and enable. Please ask any member of staff if you wish to be referred to any of these groups and watch out for details of groups starting!

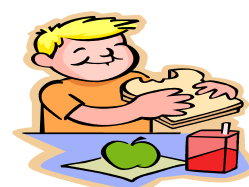
Learning intervention:

- With your permission at induction, your child's learning and development will be assessed in Sauchie ELC and they will be invited to and encouraged to participate in fun targeted learning through our range of intervention groups which will be appropriate to your child's learning abilities and needs.
- Our 'I wonder room' developed in 2024 is a space inspired by the atelier approach to learning spaces. It's a room where child led learning takes place. Learners have the opportunity to engage in unhurried learning where they can take on lines of inquiry and strengthen and deepen their knowledge and understanding. Ask for our 'I wonder room' policy to find out more.

NURTURED

Snack

A varied choice of healthy and suitable snacks is offered each day following Setting the Table Guidance. There are many social learning opportunities at snack time, such as healthy eating, hygiene, name recognition, table manners and co-operation.



Meals & Snacks

- ◆ During a nursery day, children are offered; breakfast, AM snack, lunch (2 courses), PM snack and a 4 O'clock snack.
- ◆ Snacks are prepared in nursery by our educators with the assistance of the children. Our aim is to provide a well-balanced diet and to encourage children to eat healthily.
- ◆ Fresh fruit or vegetables are served daily.
- ◆ All children are entitled to School Lunch.
- ◆ Children are given either milk or water to drink.
- ◆ If your child is on a special diet, is vegetarian or is allergic to any particular food, it is imperative that you inform us of this. We will ensure that any special diets are catered for by liaising with class cuisine who will work with you to create an appropriate menu for your

child. Further information is available at <https://www.clacks.gov.uk/learning/allergyintdiets/>

- ◆ Our lunch options are varied and appetising offering 2 courses daily. Children are encouraged to try and taste new foods alongside their peers. We understand some children can be fussy with eating habits but we endeavour to work with you to ensure your child is eating throughout the session.
- ◆ Your child has access to fresh drinking water throughout the nursery session and we discourage the use of water bottles in nursery as these can get lost during the session. If you do feel the need to bring a water bottle in, please encourage your child to keep this in their bag and label it to.

ACTIVE

- ◆ We value the importance of outdoor learning, knowing that opportunities for outdoor play is a crucial part for brain development and supports children to develop, not only physically, but also emotionally and cognitively.
- ◆ We provide a wide variety of sizes of waterproof clothing and wellies so that the good old Scottish weather does not hinder our outdoor play. Please feel free to bring your own to wear and remember to label these.
- ◆ Children participate in risky play opportunities each day in nursery and through this sort of play are encouraged to be independent and actively involved in their learning.

RESPECTED

Fairness

- ◆ We believe that everyone should be treated as an individual regardless of race, ethnicity, gender, religion, and disability or family background. This is our ethos; please adhere to this when in nursery.
- ◆ We will always try to maintain access and communication with service users however, where the behaviour or actions of a service user are deemed to be unacceptable this will be reported in line with relevant council policies.

RESPONSIBLE

Positive Nursery Ethos

- ◆ Our policy aims to help children to develop positive behaviour and attitudes.
- ◆ The nursery aims to promote positive behaviour and encourage children to show consideration for each other, educators, resources and premises.
- ◆ Educators provide good role models and are consistent in their approach and realistic in their expectations.

- ♦ Children are helped to cope with their feelings, develop self-respect and self-control and adopt a positive attitude towards their environment and others.
- ♦ Parents or carers who have any concerns with any aspect of their children's care should initially approach their child's key worker. If this proves unsatisfactory, they should arrange an appointment to meet with the Depute Head of Nursery. Parents are given a leaflet about how to raise a concern at the home visit induction session. The Care Inspectorate can also help and details are available within the main entrance and at the back of this handbook, however we respectfully ask that you give nursery an opportunity to resolve your concerns first.

Included

- All family's views/opinions and suggestions are taken into consideration.
- All celebrations/events celebrated by our families are respected at Sauchie ELC.
- Children with ASN who may require more support are included and supported through the staged intervention process.
- **Parentzone Scotland:** Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas on how to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

<https://education.gov.scot/parentzone/>

School Term Dates 2025/26

We operate a set pattern of school holidays.

Autumn term: Starts on the Monday of the second full week in August. (as the first 2 days are normally staff development days pupils will start on the Wednesday)

October holiday: Two weeks starting on the Monday of the second full week in October.

Christmas holiday: Two full weeks to include two public holidays on 1st and 2nd January.

Easter holiday: The first Monday in April, for two weeks, regardless of when Easter weekend falls.

Event	Date
Autumn term begins (Staff only - staff development days):	Monday & Tuesday 11 & 12 August 2025
Autumn term begins (Pupils):	Wednesday 13 August 2025

Event	Date
Autumn term ends:	Friday 10 October 2025
October holiday begins:	Monday 13 October 2025
October holiday ends:	Friday 24 October 2025
Winter term begins:	Monday 27 October 2025
Staff development day (pupils off)	Friday 28 November 2025
Winter term ends	Friday 19 December 2025
Christmas holiday begins:	Monday 22 December 2025
Christmas holiday ends:	Friday 2 January 2026
Spring term begins:	Monday 5 January 2026
Staff development days (pupils off)	Monday & Tuesday 9 & 10 February 2026
Spring half-term holiday begins:	Wednesday 11 February 2026
Spring half-term holiday ends:	Friday 13 February 2026
Spring term ends:	Thursday 2 April 2026
Spring holidays begin:	Friday 3 April 2026 (Good Friday)
Spring holidays end:	Friday 17 April 2026
Summer term begins:	Monday 20 April 2026

Event	Date
May public holiday:	Monday 4 May 2026
Summer term ends:	Friday 26 June 2026
Summer holidays begin:	Monday 29 June 2026
Summer holidays end:	Friday 7 August 2026
Staff Development Days <ul style="list-style-type: none"> • Monday 11 August 2025 • Tuesday 12 August 2025 • Friday 28 November 2025 • Monday 9 February 2026 • Tuesday 10 February 2026 	

Concerns and complaints

If you have any concerns relating to your child in nursery, please raise this concern your child's keyworker in the first instance. If further support is needed, please seek out a member of SMT when in nursery or contact us to address your concerns. Where possible we will always work with you to resolve any concerns you may have.

If your concerns haven't been resolved then you can raise a complaint. You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child had agreed.

What can't I complain about?

Here are some things we can't deal with through our complaint's procedure: -

- A routine first time request for a service or action – e.g., informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.

- Things that are covered by a right of appeal, e.g., Exclusion from school which has its own statutory process. In these cases, we will give you information and advice to help you.

You have 6 months to make a complaint after the event that you want to complain about takes place. If you first learn of the issue about which you want to complain after this point, you have a further 6 months to complain. In exceptional circumstances the Service may investigate matters more than a year old, but it is not obliged to do so. We have a 2 stage complaints procedure.

Stage One - Frontline resolution

In the first instance please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the nursery head or depute head, will be responsible for looking into complaints.

Heads are senior managers with a high level of responsibility for your child's learning and welfare and able to look into most matters. However, the Nursery Head may refer the Stage One complaint to Education Services centrally, e.g., if it is about the conduct of the head teacher or too complex to be dealt with a front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time, we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Education centrally your response will come from there.

Stage Two – Investigation

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a headteacher or too complex for a headteacher to deal with.

To move to Stage Two, you should e-mail customerservices@clacks.gov.uk or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 3 working days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g., your complaint has been made in writing and is clear; there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g., contact details for witnesses, reports from other professionals etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days, we will agree revised time

limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the Scottish Public Services Ombudsman (SPSO) to look at it.

The SPSO cannot normally look at: -

- A complaint that has not completed our complaints procedure
- Events that happened or you became aware of, more than a year ago.

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed to the school in the first instance.

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (Dec 2024), however, it is possible that there may be some inaccuracy by the start of the school term in August 2025.