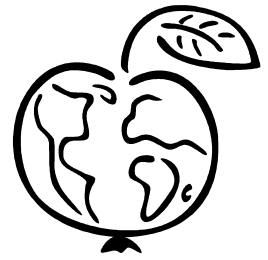




**Education & Children's Services**  
**Improving Lives Together**  
Ambition | Compassion | Integrity



# **St Dominic's Early Learning and Childcare Service Handbook**

Information for Families

Session 2026-27



**PERTH AND KINROSS COUNCIL**  
**EDUCATION AND CHILDREN'S SERVICE**  
**STATEMENT OF INTENT**

Our **vision** is of a confident and ambitious Perth and Kinross with a strong identity and clear priorities that everyone works together to achieve. Our area will be vibrant and successful; a safe, secure, healthy, and sustainable environment; and a place where people are nurtured, respected, and supported to be the best they can be.

Our **values** are:

- Openness, honesty, and integrity
- Fairness and compassion
- Mutual trust and respect

Our **purpose** is to:

- Promote your safety and well-being
- Improve your learning and achievement
- Help you to be active in your community

Our **objectives** are to:

- Keep individuals safe and protected
- Improve health and well-being
- Develop the range and quality of learning experiences for all
- Raise standards of performance and achievement
- Develop active and responsible citizens
- Develop caring and confident community

**Our Vision Values and aims as agreed by the whole ELC community.**

## **Vision, Values and Aims**

Our vision is for a harmonious and inclusive community where everyone is held in high regard; where respect for all individuals and their abilities are valued and encouraged in each other's work. We embrace a culture of diversity. We note a commitment to Human Rights for all. We will work in partnership to ensure that all learners grow and develop educationally, socially, and emotionally to benefit our overall health and wellbeing.





**St Dominic's ELC (Early Learning and Childcare) &  
Wraparound Care(WAC)**

Broich Road

CRIEFF

PH7 3SB

☎ 01764 657 800 (Primary)  
☎ 01764 657 866 (ELC & WAC)

✉ [St-Dominics@pkc.gov.uk](mailto:St-Dominics@pkc.gov.uk)

💻 <https://www.stdominics-primary-crieff.org.uk>

## **STAFF**

Head Teacher

Mrs E Hunter

Principal Teachers

Mrs A Brogan

Mrs A Thornber

Senior Early Years Practitioner

Mrs G Horan

Deputy Wraparound Care Co-ordinator

Mrs L Leggatt

Deputy Wraparound Childcare Supervisor

Mrs C Lings

Early Childhood Practitioner

Miss S McGregor

Early Childhood Practitioner

Miss N O'Donnell

Early Childhood Practitioner

Mrs K Sweeney

Early Childhood Practitioner

Ms P Strachan

Early Childhood Practitioner

Miss K Gini

Play Assistant

Vacancy

After School Play Assistant

Vacancy

Child Protection Officers

Mrs G Horan

Mrs E Hunter

Mrs F Gornall

## HOURS

|                    |               |
|--------------------|---------------|
| Breakfast Club     | 08:00 – 09:00 |
| ELC Session        | 09:00 - 15:00 |
| Wraparound Session | 15:00 – 18:00 |

## CAPACITY

Early Learning and Childcare Roll:

- 30 places ante and pre-school places
- Extended day places (paid for by families)

Strong Starts:

- 5 spaces for 2-year-old children



# Know your Rights: We are a Gold Rights Respecting ELC

## 7

In accepting a place for your child in our Early Learning and Childcare Service, please remember to:

- Ensure that your child is brought to and collected from ELC by an adult, aged 16 years or over. This adult should be known to ELC staff. Please inform the staff if there are any changes to your usual procedure.
- Notify the school of any change of address, telephone number, place of work etc for you or your named emergency contact.
- Inform staff of any medical condition affecting your child. This information will remain confidential. Food allergies should also be discussed.
- Contact the ELC **before 9.30am** if your child is will not be attending their ELC session.
- We will provide a Bag, which will be kept in the cloakroom area. Inside this you should have a spare change of clothing for your child in case of emergency (e.g., trousers, pants, and socks & a sun hat for hot weather). Indoor shoes will be required for indoor play each day. Please label your child's clothing.
- We will also provide a Bag, for wet or soiled clothing which you can take home. Please ensure you replace a change of clothes when necessary.
- There is a nappy changing facility, and you are responsible for supplying nappies and wipes for your child.
- Always remember to dress your child for the weather conditions. We enjoy accessing the outdoor area in all weathers; please provide have a warm coat, scarf, gloves, and appropriate footwear. We have a set of



salopettes (waterproof trousers) for each child that will be kept on their peg.

## STARTING EARLY LEARNING AND CHILCARE

On starting ELC, your child will be allocated a coat peg and shoebox. These will be labelled with your child's name and a picture that has the same initial letter/sound as your child's name.



Can we ask that your child has a change of clothes, just in case. We will support all children with changing, whilst encouraging them to grow in self-care skills



If your child is anxious about starting ELC, you are welcome to stay with them and to support their settling in process. Relationships are key and the opportunity to build secure attachments will be tailored to suit your child's needs.

## AIMS OF EARLY LEARNING



In St Dominic's Early Learning and Childcare, we aim to:

**Plan and provide a balanced curriculum to promote children's learning and development, while promoting skills for life and work.**

- Provide an early year's educational experience to foster children's development and progress: while monitoring the meeting of their milestones.
- Developing children's understanding and value of themselves and others.
- Enabling children to acquire and build on knowledge, skills, and attitudes in a planned learning environment that includes a responsive approach to learning through including and planning for individual specific interests.
- Providing opportunities for children to express feelings, opinions, and ideas.
- Fostering an enthusiasm and motivation for learning.
- Promoting independence by offering children the freedom and flexibility to take responsibility and make choices.
- Maximising opportunities to develop relationships with the family and the community.

**Foster children's development and learning through play by:**

- Sensitive staff interaction to extend play and take account of preferred learning styles.
- Identifying the environment as a powerful tool in the engagement and meaningful learning experiences of the children.
- Using observation and the tracking of milestones to inform planning for the next steps in children's learning while working in partnership with families/carers to inform starting points for learning and reporting progress to parents and carers.

**Support Children and their Families by:**



- Being sensitive to the needs of children and families and work collaboratively to support children's development and learning.
- Ensuring that care routines are flexible and responsive to individual children's needs.
- Providing a supportive framework where the intellectual, physical, social, and emotional needs of children are met, where necessary modifying the delivery of the curriculum to suit each individual child's stage of development.
- Developing and delivering effective, high quality Early Learning and Childcare services for children and their families.
- Ensuring accessible services which are flexible to meet the needs of families who are either working, seeking employment, or are undertaking training or development opportunities.
- Developing Early Learning and Childcare Services which are active in enabling the inclusion of children with additional needs and to ensure a trained and competent workforce to support these needs.
- Offer support and guidance for families in accessing services.

### **Create a positive ethos through:**

- Providing a safe, secure, and welcoming environment which fosters high standards of positive behaviour by employing a restorative approach with children and sharing strategies with their families to ensure a consistent approach.
- Encourage a sense of identity and belonging in their Learning and Childcare Community.
- Develop in all children a caring attitude towards others and a responsible outlook towards their immediate and wider community.
- Actively take account of the views of children, families, and staff in developing a culture of mutual respect and a collective responsibility.

### **Resource the play areas**



- Plan strategically the use of stimulating resources and review the deployment of staff to ensure best value for the Early Learning and Childcare community. Staff use the Experiences and Spaces documents alongside Realising the Ambition to ensure they understand the role that they can play in facilitating areas that provoke children's curiosity and interests.

### **Manage and plan for the development of the whole learning community**

- Monitor the quality of provision for the children and support the personal and professional development of staff.
- Work co-operatively as a staff to evaluate provision and plan for improvement (Staff will employ HGIOELC to ensure/scaffold improvement of the service they are responsible for delivering)
- Ensure self-evaluation and continuous improvement is integral to continuously enhance the service.
- Ensure accurate financial monitoring of budgets.
- Ensure a clear and effective communication strategy is in place supporting the development of the service.

## **CURRICULUM**

The Early Learning and Childcare Curriculum is based on the principle that children **learn through play**. Perth and Kinross are committed to following a **Curriculum for Excellence**. This takes the approach of recognising children as individuals and the need for a curriculum that meets the needs



of all learners. Staff follow current guidance and ELC embraces and actively implements the positive outlook of:

**Realising the Ambition- Being Me**  
<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf> and  
**Setting the table** <https://www.gov.scot/publications/setting-table-guidance/> will be used to inform healthy snacks and meals alongside **Experiences and Spaces** to develop areas that facilitate learning. The **Emotion Works** programme scaffolds children's understanding of their feelings and the vocabulary that they can employ to help them express their emotions.

**Curriculum for Excellence** defines 8 curriculum areas for all children and young people aged 3-18 in Scotland:

- **Expressive Arts** (participation in performances and presentations; art and design; dance; drama; music)
- **Health and Wellbeing** (PE, physical activity, and sport; mental, emotional, social, and physical wellbeing; planning for choices and changes; food and health; substance misuse; relationships, sexual health, and parenthood)
- **Languages** (literacy and English; modern languages; classical languages; literacy and Gàidhlig; Gaelic learners)
- **Mathematics** (number, money, and measure; shape, position, and movement; information handling)
- **Religious Education** (Christianity; other world religions)
- **Sciences** (planet Earth; biological systems; forces, electricity, and waves; materials; topical science, e.g., research, natural disasters)
- **Social Studies** (people, past events, and societies; people, place, and environment; people in society, economy, and business)
- **Technologies** (business; computing science; food and textiles; craft, design, engineering, and graphics).

### Progression and assessment levels



The curriculum is outlined in the “Experiences and Outcomes” (find out more at [www.ltscotland.org.uk](http://www.ltscotland.org.uk)). The experiences and outcomes are set out in areas of development which describe progress in learning. Progression is indicated through curriculum levels which are explained in the following table:

| Level                   | Stage Description                                                                  | Stage                 |
|-------------------------|------------------------------------------------------------------------------------|-----------------------|
| Early Level             | Early Learning and P1 or later for some                                            | Early Learning and P1 |
| First Level             | To the end of P4, but earlier or later for some                                    | P2, P3, P4            |
| Second Level            | To the end of P7, but earlier or later for some                                    | P5, P6, P7            |
| Third and Fourth Levels | S1 to S3, but earlier for some<br>The Fourth Level broadly equates to SCQF level 4 | S1, S2, S3            |
| Senior Phase            | S4-S6 and college or other means of study                                          | S4, S5, S6<br>College |

To achieve breadth and depth in learning, children and young people will spend approx 3 years working within each level in all curriculum areas.

## OBSERVATIONS

Staff take care to observe children’s developments in each of the eight aspects of the curriculum. This enables staff to plan effectively for children’s next steps and include any special interests.

Families are always welcome to discuss their child’s progress / development **at any time** with your child’s key worker or any member of staff. There is an opportunity each term to come and discuss your child’s progress. We hold Open Evenings in October and May and Parent Contact Appointments in November and May. Each child has a profile which is located at the ELC entrance – children are encouraged to share their profiles with their families on a regular basis. Each child also has visual targets placed at their peg, please feel free to share with staff any progress towards these targets. Each month you will receive and email with your



child's monthly journal attached with next steps and ways in which you can scaffold learning at home.

## **ATTENDANCE**

The offer of 1140hrs creates opportunities for children to become skilled in recognising routines and developing relationships with staff and peers. It is the aim of the staff to create an atmosphere within the setting that ensures the children are excited to attend. There may be times for varying reasons that your child may not be attending ELC, if this is the case you must inform staff either in person by telephone or email to main school [stdominics@pkc.gov.uk](mailto:stdominics@pkc.gov.uk). Staff will record absences and will contact you should you not alert them of non-attendance. Staff will support children, and their families should they be experiencing separation anxiety, this can be achieved through soft starts to empower children and their families to build trusting relationships with staff.

## **EQUAL OPPORTUNITIES**

All children and adults will be valued and respected regardless of culture, race, religion, gender, or additional support needs. All children are individuals with their own story to share, and each have an equal right to benefit fully from the education system. The ELC staff will promote a positive ethos by:

- giving children the opportunity to grow in knowledge of how we appreciate other cultures, through celebrations of festivals, role play, sampling a variety of cultural foods, multi- cultural books, toys etc.
- ensuring that the environment is accessible with relevant resources that ensure the delivery of a curriculum that is tailored to their needs.
- We will meet the needs of every child, and we aim to support every child in reaching their full potential

## **PROMOTING POSITIVE BEHAVIOUR**



ELC promotes a positive ethos to developing and fostering relationships with others, this teaches us how to interact and be respectful of the possibilities of learning from our peers. We strive to achieve this through a fair and consistent approach facilitated through the role modelled interactions of staff. We encourage the co-operation of families with our Promoting Positive Relationships and Positive Behaviour Policy. Children will be encouraged to employ the vocabulary of expressing our emotions and this will empower them to respond respectfully to different emotional situations.

We encourage the children to:

- Be kind, caring and considerate to each other
- Talk and play together and continually become aware of their feelings and how to express these
- Be safe in the ELC environment and become confident risk assessors
- Show respect for themselves and their ELC environment

Praise and recognition of positive interactions is a major part of our strategy as this helps children to feel confident and to develop a sense of responsibility with regard to how they can make a difference to the lives of others as they become effective contributors

## **MAKING A COMPLAINT**

If you have concerns, or wish to make a complaint, please follow this procedure:

- Discuss issues with the Early Learning and Childcare.



- If not satisfied, contact the Principal Teacher or the Head Teacher, to discuss further.
- If still not satisfied, contact Bernadette Martin Scott, School Improvement Service Manager, Education & Children's' Services, Perth & Kinross Council.
- Contact The Scottish Commission for the Regulation of Care on National Enquiry Line at 0845 600 9527

At all times, we will strive to work cooperatively to resolve any problems to your satisfaction.

## **SNACK/LUNCH**

A healthy snack and lunch are provided daily. If your child has any specific dietary requirements, please inform staff who will work in partnership with you to provide a suitable alternative to the snack/lunch on offer. Your child will receive free snacks and lunch with your 1140hrs provision, and you are welcome to support your child in making their choice daily within the setting. Tayside contracts will take account of dietary needs, to access this you will need to contact the school and complete a form for your child's specific needs. You can also provide a packed lunch if this is your preference for your child. In the Early Learning and Childcare Service, we follow the Setting the Table document to promote healthy eating life skills.



## **TOILETING GUIDELINES**

Children will be encouraged to go to the toilet independently. Staff are committed to supporting your child to develop this independence, please discuss this with a member of staff and strategies will be put in place to support your child.



Should children wet or soil themselves during the ELC session, they will be helped to change with adult support. Dignity, privacy, and respect remain foremost when helping children to change clothing. Can we ask that you provide a change of clothes in your child's cloakroom bag. Soiled clothing will be double bagged and put in a bag at their peg for you to take home. The ELC will have some emergency supplies.

## OUTINGS



The children will, from time to time, go on local outings e.g., to the park, the woods, shopping etc. and for this they must have a consent form signed by their family.

## PHOTOGRAPHS

In ELC, we use photographs to celebrate and record your child's experiences and development. From time to time these photos may be displayed in the setting, school and on the school website. You will be asked to sign a Data Protection Form giving your consent for this on a yearly basis.

## ILLNESS

If your child is unwell, please keep them at home for 24 hours (48 hours if it is sickness/diarrhoea) or longer to support infection control. If your child becomes ill during the ELC session, every effort will be made to contact you. We ask that you have an **emergency contact** who can be telephoned if you are not available.

## ACCIDENTS

In the event of your child having an accident whilst in the ELC setting, we will attend to any injuries, and you will be notified of the action taken. We will only use a cold / warm water compress on bumps. Should your child require further treatment, we will inform you immediately. All accidents are



recorded by the ELC staff on an accident/incident form. In all cases, families will be asked to sign the accident/incident form to ensure they have been made aware of injury and treatment. Can we ask that you make sure your contact details are always up to date.

## **CONFIDENTIALITY**

Staff in the ELC respect and always adhere to confidentiality policy and procedures. This as a condition of students and volunteers accessing the service of this and the importance of respecting privacy is a duty of care for all staff. All staff, students and volunteers sign an agreement to acknowledge that they understand their responsibility in adhering to this requirement.

## **CHILD PROTECTION/ CONCERNS**

All ELC and schools are required to report if they think a child has come to harm because of possible child concern issues.

A member of staff in each school has been appointed to be responsible for Child Protection matters. In our ELC and School, the Child Protection Officers are **Mrs Hunter** (Head Teacher), Mrs Gornall (Class Teacher) and **Mrs Horan** Senior Early Childhood Practitioner (SECP).

Should you wish to talk further about Child Protection and the safety of children, please contact the school office (**01764 657800**) or if you have a concern that needs immediate support, please phone Perth and Kinross Duty team (24hrs) at **01738 476768**.

We will always ensure that you are informed and participate in any action which we may initiate regarding your child.

Within the setting the procedures for Child Protection are displayed on the parent notice board.

## **FAMILY LEARNING**

Ways in which we can work together:

- Reading and discussing the weekly SWAY with your child



- Helping with an activity in ELC by sharing skills and hobbies (e.g., baking, craft, sports, singing, taking photographs, reading stories)
- Helping with ELC outings
- Discussing the day's activities with your child.
- Sharing ideas for planning activities
- Joining our Parent Participation Strategy- focus groups, Parent Council, and fundraising committees

As your child's main educator, we are always grateful for your help and support. Please keep a look out for updates on ParentPay.

The setting is allocated some Family Learning Practitioner provision from PKC, this includes the setting up of programmes including **Eat well play**, please watch out for alerts on the school website for up and coming events.

## Early Learning and Childcare to a Primary One-Transition

There will be regular opportunities for your child to work with Primary 1 as part of our ongoing approach to transition as this encourages children to actively participate in play and learning in a Primary 1 environment while promoting confidence and self-esteem.

At times, ELC children will join with the rest of the school for Services / assemblies, and this promotes inclusion and being part of the whole learning community.

All ELC information and reports are passed on to each child's primary school. This assists a smooth transition into their primary 1 class.



## AND FINALLY...

We aim to make learning fun for your children by providing new and stimulating experiences and encouraging independence. We value children as individuals and encourage them through praise to build their self-esteem and to gain confidence in a range of learning contexts and social situations. Early Learning and Childcare gives your child the opportunity to grow, develop and learn through play while becoming responsible citizens and independent learners who are effective contributors.

If you have any questions or comments, please contact the school or ELC for further information.

Thank you.

