



FLEXIBLE CHILDCARE
SERVICES SCOTLAND

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FCSS Pedagogy



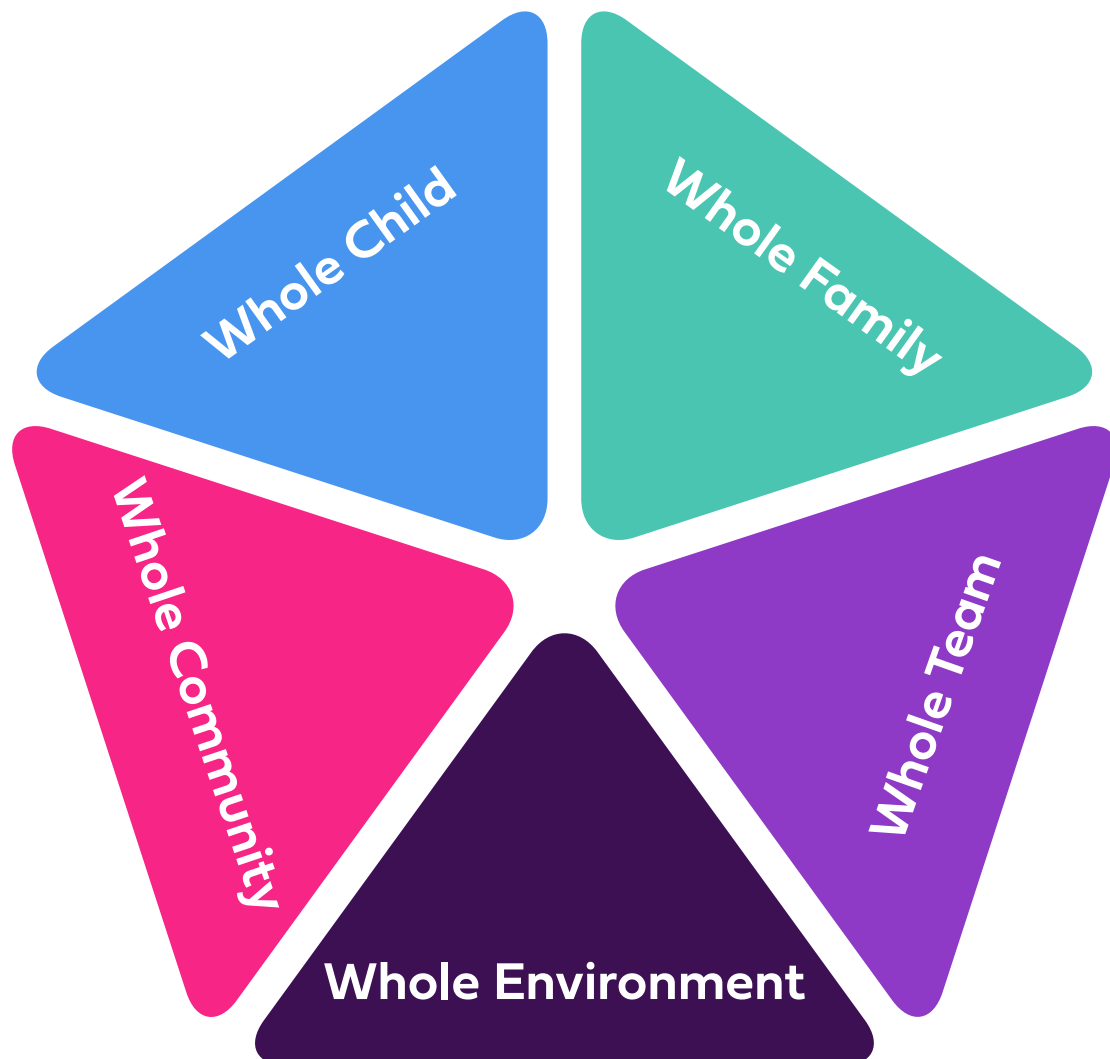


Whole Child, Whole Family, Whole Team; a People First pedagogy at Flexible Childcare Services

At Flexible Childcare Services our Pedagogy is shaped by our [Vision and Values](#), the rights of the child as outlined in the UNCRC, and relevant guidance including The National Standard for Early Learning and Childcare, The Health and Social Care Standards, the Quality Improvement Framework for Early Learning and Childcare, and national policy frameworks like Realising the Ambition, Being Me, the Curriculum for Excellence, and the Getting It Right for Every Child (GIRFEC) framework.

This pedagogical approach is delivered through a range of services designed to meet the diverse and changing needs of children, families, and our team, through holistic care and learning, tailored support services, welcoming environments, and a commitment to quality of service.

Whilst we recognise that in practice our services are multi-faceted and complex, our core pedagogy is based on 5 key people and place-based principles.



**Whole Child:**

Our services provide a connected, caring, and safe experience where children and young people feel belonging, curiosity, and nurture. They are encouraged to learn at their own pace and follow their interests. Our team uses observation to identify and respond to individual needs and interests, providing interesting learning opportunities and using careful and well-timed interventions to extend learning. (FCSS Vision & Values links; 1, 2, 3, 4) (UNCRC Articles Links; 1, 2, 3, 5, 12, 13, 15, 17, 19, 23, 24, 28, 29, 30, 31, 33, 34, 42)

Whole Family:

We recognise the parents/carers as the child/young person's first and prime educator and caregiver. We value their input and work with them to deliver the best possible experience for their child/young person. Our flexible and accessible delivery model ensures that children and young people receive high-quality care that adapts to their families' schedules, supporting parents in working, training, or education. We provide tailored wraparound family support services and specialist additional support provision that creates valued respite time for parents/carers. (FCSS Vision & Values links; 1, 2, 3, 4, 5) (UNCRC Articles Links; 1, 2, 3, 5, 18, 19, 23, 24, 26, 27, 42)

Whole Team:

Our team are the beating heart of the organisation, we recognise that our high-quality, needs-led service relies on experienced and well-trained practitioners who can build respectful relationships and use skilled observation techniques. We are committed to supporting our team through regular professional development, adherence to the principle of fair work and fair hours, flexible, family-friendly working practices, and by being both a Living Wage and Disability Confident accredited employer. (FCSS Vision & Values links; 1, 2, 3, 4, 5) (UNCRC Articles Links; 1, 2, 3, 12, 19, 28, 29, 31, 34, 36, 42)

Whole Environment:

Our services are committed to environmental sustainability and create engaging learning environments using natural and open-ended resources that children and young people can adapt for their own purposes. Resources and consumables are sourced ethically, and we buy within the circular economy wherever possible. We recognise the role of the physical environment and our resources in the children and young people's learning and take care to build an environment that supports child-led, exploration, play and learning. (FCSS Vision & Values links; 4, 5, 6) (UNCRC Articles Links; 1, 2, 3, 12, 13, 15, 17, 19, 23, 24, 28, 29, 30, 31, 33, 34, 36, 42)

Whole Community:

We actively engage with our local communities to understand the needs of families and to build strong partnerships. We provide wraparound support services, link with partner organisations, and support other services working with our children, young people, and families. We believe in the concept of "It takes a village to raise a child" and use this as a guiding light in our relationship with our neighbours. (FCSS Vision & Values links; 1, 3, 4, 5, 6) (UNCRC Articles Links; 1, 2, 3, 6, 12, 13, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 36, 42)