



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Summerfield Day Nursery**

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Lancashire

County
Council



The Setting

- What type of setting is it?

What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?

How many children are you registered to take in which age groups? How are the age groups organised?

Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

The setting is a full day care setting. The setting is registered for 76 children with places available for children aged 0-4 years. We are open from 7.30.am-6pm, 52 weeks of the year, closed on Public Holidays only.

There are 3 groups of children within the setting, the baby unit, toddlers and pre-school. Children are moved up when they are ready depending on their needs in conjunction with parents' wishes. Each group has a Room leader and a member of the team steps up in their absence. Staff meetings and Supervision meetings are held regularly to discuss progress and transitions.

The setting also has designated members of staff with additional roles i.e.; nominated officer for Safeguarding, Behaviour co-ordinator, all members of staff are 1st Aid trained, Education of looked after children, Health and Safety officer and a named SENCO. All room leaders supervise students on placement.

There is a Deputy Manager who supports the room leaders and supports the manager in the day to day running of the setting.

The Manager has overall responsibility for the setting and is supported by the Area Manager.

Accessibility and Inclusion

- How accessible is the setting environment?

Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?

- How accessible is your information - including displays, policies and procedures etc.

Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?

- How accessible is the provision?

How is the room organised, how can it be changed to meet the needs of children with SEND? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

What the setting provides

The building

The setting is housed in a three-storey detached Edwardian building. The building is wheelchair accessible via a small step at the front door. There is parking available at the front of the building. There is also a storage area for prams.

There are 3 adult toilets and 3 children's bathrooms. There is a separate changing area in the main nursery and in the baby unit.

There is a parent information board in the hallway and 2 photograph boards of the children engaging in activities to reflect the framework. A staff board shows the photographs, names and qualifications of all staff. We display notices; from our local children's centre with forthcoming events, information about local Speech and Language drop in sessions and recent health updates from Public Health England. There is also an area for parent interaction and feedback.

The rooms:

The rooms are all painted neutral with white paintwork and with display boards at adult and children's height. The floors are all covered in vinyl/laminate and rugs are used to make cosy areas for play and relaxation. There is a kitchen in the main nursery where all meals are prepared, a smaller kitchen in the baby unit enables staff to prepare snacks. A third kitchen upstairs is for the staff. All furniture and storage are free standing or on castors so it can be moved and rearranged to make space for specialist equipment or to be accessible for children using walkers or wheelchairs.

The baby unit is separate and has its own garden area. There is a sensory area with a large mirrored area, treasure baskets, a home-corner and role play area. There is also an area which is all black and white, a large book area and cosy corner with cushions. Each child sleeps on a mat or in one of the cots available with a box for their bedding and any comfort items. High chairs are provided for the younger children and a half moon table and low chairs for the older children to eat their meals and snacks. All toys and resources are stored in low level storage to allow for choice and independence and are age-appropriate to offer stimulation and challenge.

The Toddler's has 2 rooms and a cloakroom these are located at the back of the nursery, separating the first room to the cloakroom there is a small archway with a step, leading from the cloakroom is the children's toilets and changing area this also then leads to their private outdoor area and second room which is used for messy play this also has a door and step leading to the main garden at the back of the nursery which is shared with pre-school.

The rooms are resourced to represent all areas of the EYFS, providing a stimulating and challenging environment. There are comfy/book areas, home corners, painting easels, sand and water trays. Storage is at child height with boxes with labels/pictures to identify resources.

The younger children are provided with sleep mats and their own bedding for sleep times. All toys and resources are age appropriate, but more challenging toys can be used from the store cupboard.

The pre-school comprises of 2 large rooms all on one level. The rooms are resourced to represent all areas of the EYFS, providing a stimulating and challenging environment. There are

comfy/book areas, home corners, sand and water trays. The children enjoy a combination of free play and structured play which serves to support their transition to school. The children engage in daily chattering childrens sessions which support their speech and language development which is a whole-nursery focus. Pre-school children enjoy weekly sessions of Drama and Multi-ball skills. Some children also engage with the weekly Swimming lessons available.

Storage is at child height with boxes with labels/pictures to identify resources.

All areas of provision are provided. Storage is at child height with chairs and tables of varying heights and sizes resources and toys are appropriate to the children's age. The open plan aspect of the room supports the needs of children with mobility requirements.

Indoor Physical Room – Upstairs there is newly developed physical room which will allow for the development of gross motor skills. This room is equipped with a small trampoline, soft play mats, small climbing structure, bean bags, parachute, ride on toys, small slide and other various physical resources. All resources are located at child's height on the ground or in storage tubs.

The outdoor classroom:

This consists of a large area with open-ended resources such as; tyres, wooden planks, crates, log rolls and branches which allow the children to use their imagination and create new scenarios as their interests change and develop. Decking and artificial grass on slightly raised areas provide all weather surfaces for children to play on. There is a small world shed and literacy shed resourced to ensure children can self-access the resources to further develop their learning. There is a music area, water and maths area. There are large chalkboards on the walls to encourage mark making using a variety of materials such as; chinks, water, paints, mud, and sand. There is a stage and a role play shed to encourage imaginative play and develop self-confidence supporting this there is a mud kitchen for the children to explore and engage in imaginative play based on their own first-hand experiences.

There is a fenced and gated area where the greenhouse is for children to grow plants and a fish pond which is locked and secure. The path through the outdoor classroom is tarmac, providing a smooth area to walk on.

The single level tarmac car park is also used at certain times in the day as a large area for children to ride bikes, scooters, play with balls/bats/hoops/bean bags and skipping ropes thus ensuring their large motor skills are developed too.

Toddlers and Pre- school children enjoy weekly Beach and Forest school trips in the local area engaging in a variety of activities in a stimulating natural environment.

Identification and Early Intervention

- How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?

How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3-year check)

How can a parent raise any concerns they may have?

How do you access additional advice and support? (Make reference to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).

- How are decisions made about how to support a child?

How do you determine and plan for additional support from within the setting? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will a parent/parents be involved?

What the setting provides

Children's progress is monitored through the observation, assessment and planning process. From this Next steps are created for each child and shared with their parent/carer. During this process we ensure that the child's voice is heard and auctioned within the planning, we also ensure that their interests are represented and relevant. We use tapestry software package on tablets to capture photographs and observations of children which we link to the EYFS statements, we also record engagement and well being using the Leuven scales and link to the characteristics of effective learning, we also ask every parent/carer to contribute to this process to gain a holistic picture of each child's development and learning. All of our parents/carers are able to access their own child's online learning journey through tapestry.

Alongside the software we also use a paper version of the EYFS to highlight met statements; this ensures every practitioner continuously knows exactly where each of their key children is at.

New starter families are asked to complete an All About Me document which provides detail of the child's strengths, areas for development, likes/dislikes, personality and routines this helps to further support the child and provides a baseline of where a child is at, enabling practitioners to plan meaningful activities to extend their learning and make progress in the first few weeks of attendance.

A child's key person is available to speak to parents/carers during the day; parents/carers also know they can approach their Room Leaders or the management at any time if they wish. Termly parents/carer evenings and Stay N Play sessions are held to share information about what the nursery is planning, share Learning Journeys, have informal chats about learning and development and have fun spending time with their child in nursery doing messy activities together.

The toddler room completes a 2 year progress check for each child as they turn two, we ask parents to inform us when their child's check is scheduled. This information is shared with parents discussing their child's strengths and any areas for development. If the information suggests a child may be experiencing difficulties, then appropriate next steps/options would be discussed during a meeting with the key person and parents/carers and the Senco. This may involve planning next steps to target a specific area which would then be monitored and reviewed.

For some children it may include developing a Targeted Learning Plan where specific aims are developed with parents/carers to support a child's development. In some cases, it may be appropriate to refer the child to outside agencies to ensure relevant support is accessed; with parental consent. A request for guidance from the local inclusion teacher can also be requested and again this is only done with parental consent.

Currently we have a number of children with Speech and Language delay. Emma Winning is our speech and language co-ordinator and works closely with the nursery SENCO, consequently Speech and Language is a whole nursery focus, we use the communication and language progress check from ICAN to assess these children's development to provide us with a clear picture. We then share this information with parents and formulate an action plan/targeted learning plan with them.

We also use ABC charts across the nursery when we have concerns regarding behaviour these allow a fuller picture of the issue to be formed which we then share with parents/carers and discuss an action plan.

We use a provision map (SEND Support Record) to ensure all actions are recorded and procedures are followed this allows the Senco and management to have a full understanding of each child's needs and all actions taken/planned and all other agencies involved.

Our SEN and Equal opportunities policies are available in the setting for parents to read.

Teaching and Learning Part 1 – Practitioners and Practice

- How is teaching and learning developed in nursery?

Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.

How is children's progress and development monitored? (Baseline assessments? termly reviews? parent & key person conferences? 2-3 year development check)

What is the role of the key person for all children?

What are the setting's approaches to differentiation generally and for children with SEND?

- How will the early years setting's provision and staff practice support a child?

What is the role of the key person where children have additional needs/SEND and senior staff i.e. room leader, the role of the SENCO?

What is the setting's provision map and how is it used to support children learning and development?
The use of TLPs to support children at Wave 2/3 of the provision map.

How will you match provision to the learning and development needs of a child with SEND?

- How will you help parents to support learning?

How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? i.e. PICO, SENCO, Key person?

Do you offer any parent training or learning events?

How do you find out about events provided by others and how do you let parents know about them?

- How is a child able to express their views?

How are children encouraged to express their views?

What resources or activities do you use that allow children to express their views?

What do you ask children for their views about?

How are children involved in the planning of their own learning and in reviewing their progress?

What the setting provides

The setting works within the Early Years Foundation Stage Framework. The framework identifies three prime areas of learning and four specific areas of learning. The practitioners use the Statutory Guidance and the Development matters to plan ensuring all legal requirements are met.

Children are involved in planning activities with verbal contributions from children and observations and interests noted for the non verbal ones. Parents are also asked to contribute through our newsletter and parental questionnaire. Activities are planned as they provide a platform for introducing new concepts/language and teachable moments which further develop children's learning and development.

Monthly group and individual assessments are created from Tapestry to inform practitioners where their key children are. Group assessments are organised into key person's groups, funded two year olds, children with EYPP, boys, girls and children with SEN this allows practitioners to understand the needs of each individual child and also how that sits within their peer groupings thus allowing targeted planned response to occur as necessary.

Activities and provision are adapted to ensure all the children can access what is on offer. Differentiation is used to enable us to meet the developmental needs of the individual child; this is done by task, use of resources, support provided and outcome expectations. Children with

English as an Additional Language (EAL) or children with speech and language difficulties may also need visual support such as pictures, gestures and facial expressions or using key language such as; now, next and then.

Children are encouraged to have a voice and their comments are recorded and included in working wall displays and in their learning journeys.

Parents are encouraged to send in photographs of any significant events which can be included in a child's learning journey, put on display or used to create room books. We also ask parents/carers to complete WOW slips detailing moments of learning/development seen by them.

A stimulating and interesting environment is provided, and children take a leading role in their play as they freely investigate and explore. High quality resources clearly promote learning by appealing to children's interests.

Meal and snack time provides an opportunity to encourage conversation and are a well established part of the children's daily routine during which support is provided as necessary. All allergies and dietary requirements are recorded and displayed in every room and the kitchens to ensure they are adhered to at all times. The menu has been created following guidance from The Eat Better Start Better Children's Trust to ensure it is healthy and nutritious for all.

Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?

How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?

How is the setting's funding allocated? If resources are required how are they sourced and purchased? If additional staffing is provided, how is this organised?

How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping

- What specialist services and expertise are available at or accessed by the setting?

Are there specialist staff working at the setting and what are their qualifications?

What other services does the setting access including education, health, therapy and social care services?

- How is a child included in activities outside the setting including trips?

What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?

How do you involve parents/carers in planning activities and trips?

What the setting provides

All resources used within the setting are age appropriate. Staff will borrow resources from other groups to extend children's development when necessary. Provision mapping helps to identify activities and resources to support children's individual needs.

Provision is made from our allocated funding to purchase resources to support children with additional needs. Monthly staff meetings allow practitioners the opportunity to request further resources as required.

We have support in the setting from our Inclusion Teacher and Speech and Language specialists who we work closely with alongside parents to provide additional support.

The children go on regular environmental walks in the local environment and to the Beach school during which time all children are included. Full risk assessment is in place for these visits. On some occasions parents are asked to provide additional support if we deem it necessary to the safety of the child.

Reviews

- How do parents know how their child is doing?

In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?

How does the setting know how well a child is doing?

How will parents know what progress their child should be making?

What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book

- How will parents be involved in discussions about and planning for a child's education?

How and when will parents be involved in planning a child's education?

How are parents/carers involved in the setting more widely?

What the setting provides

A child's key person will speak to parents each day. The younger children have daily sheets which are stored in a diary, this works as a two-way record of communication and information sharing which parents/carers are actively encouraged to engage with.

Parents/carers are provided with 'What to Expect When?' document which details EYFS statements suggesting the developmental norms at each age range, this can support parents/carers to decide whether or not to approach their key person about their concerns.

Each key person is responsible for recording a child's progress. When a child starts the key person will go through the developmental milestones with the parent/carer and this gives us a baseline as to where a child is at with their development. This is then tracked using the EYFS tracker document, the staff then plan next steps for the child. A 2-year progress check is also carried out and shared with parents. Observations form part of the child's progress recording their interest in activities and their initiation of their own.

'Wow' slips are available in every group to give parents the opportunity to record a special achievement that their child has made at home. These are brought in by parents and then shared with the child's group and then put into their learning journey. Parents are actively encouraged to bring in photographs of family events i.e. holidays, weddings to be shared and talked about then included in their child's book.

Confidential Parental questionnaires allow parents to comment on the service we provide and allow them to offer suggestion as to how to improve.

Transitions

- How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?

What preparation is there for the setting, parents and the child before he/she joins the setting?

How will a child be prepared to move onto the next stage?

What information will be provided to a new setting?

How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

What the setting provides

When a parent/carer decides to place a child with us we set up a series of visits to help both the child and parent to settle in. We have a settling in policy in place and this is shared with parents. A child's key person will be chosen during visits which is usually the adult who the child bonds with.

When children move groups within the setting the child and key person will go on visits together to the next group. A transition profile is put together and shared with parents/carers and the child's new key person in order to see where the child is at and to plan further next steps; staff also have meaningful conversations as to how best to support the child.

When a child leaves the setting which is usually when they move on to school 2 copies of the transition profile are given to parents with 1 copy to be passed on to school, an All about me booklet is also completed with an emphasis on the child's thoughts/comments and the parents input too.

When supporting children with additional needs all their Statement reviews and targeted learning plans are passed on to the next setting. A page one profile is completed to outline the specific needs for the child.

We operate an open door policy where parents/visitors are able to drop in or look around at any time. They may also contact us by phone and speak directly to their child's key person.

We encourage teachers from the local schools to come into nursery to observe the children and to speak with the key person in order to ascertain a holistic view of the child and gain an understanding of their personality and personal attributes.

Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?

What number of staff hold what level of qualification?

How many staff are in training to move up to next level?

What level are the manager, SENCO, room leaders trained to?

Do you have any/how many staff with EYPS?

What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job'

experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas.

Are there any staff (e.g. within chains of nurseries) that are available to support you? What qualifications/experience do they have?

Do any staff have any specialist qualifications?

Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?

What the setting provides

The nursery manager has level in early years and level 5 in leadership and management. The deputy has a Level 3 qualification in early years and level 3 in leadership and management. 6 practitioners have a Level 3 qualification, one is in the process of completing level 2. Two part-time staff have Level 5 qualifications. In November 2018 2 practitioners attended a Supporting Speech and Language course to develop their knowledge; they disseminated this to the rest of the team during staff training. The Senco has attended recent SENCO workshops. Most practitioners have completed on-line Caf/Con training.

All practitioners are regularly observed informally. More formal observations take place as part of the Supervision process. Practitioners are asked to discuss any concerns they may have regarding a key child during Supervisions they also know they can approach management at any time with concerns. Peer observations are carried out to further strengthen practice and to build a strong staff team. Practitioners are fully supported in their continuous professional development.

All practitioners have first aid certificates, Safeguarding and Food Safety. The manager and deputy manager are the settings nominated safeguarding officers. Practitioners attend training on a variety of topics throughout the year to enable them to update their knowledge.

We also make use of the of the local authorities website to access information and e-learning modules such as CAF training. The on-line training on the NDNA website is also used to inform and develop practitioners.

The setting was awarded Millie's Mark in January 2019.

Further Information

- Who can be contacted for further information?

Who should a parent contact to discuss something about their child?

Who else has a role in the education of each child?

Who can parents talk to if they are unhappy?

Does the setting have an open door policy?

What opportunities exist for discussions at drop off/pick up times?

Can appointments be made to see specific staff at specific times?

How can contact be made with specific staff (eg: Phone, text, email, notes, home-nursery diary etc)

What the setting provides

The Manager/Deputy are always available to contact for further information via the phone, e-mail or face to face. If a parent/carer wishes to speak to their child's key person that can be arranged with an appointment if necessary however there are many opportunities to speak to them at the beginning and end of the day.

The Manager is always available to speak to parents regarding their child or concerns, as we operate an open door policy; they may have and actively approaches parents/carers to ensure everything is OK with them.

There is a complaint policy in place in the setting and parents can contact OFSTED with regard to a complaint on 0300 123 1231.

If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children's Board in our local authority.