



**SEN and Disability**  
**Local Offer: Early Years Settings**

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## The Setting

The setting is a full day care setting. Places available from 3 months > 5 years. The setting is open Monday - Friday, 7.30-6.00pm, 52 weeks per year. The setting is registered for 70 places.

The setting has 3 main care rooms :- Ground Floor >Baby room 3mnth - 2 years, Room leader Stephanie Howarth. Sunshiners room 2-3 years, Room leader Melanie Yates. First Floor > Treetops - 3-5 years. Room Leader Danielle Robinson. In addition we have Mathematics and Communication and literacy room for small group work for ages 2 - 5 years, located on the ground floor of the building. The setting Designated Safeguarding Officer is Suzanne Irving, Deputy Julie Abraham. The Setting Special Education Needs/Disability Co-ordinator - Julie Abraham, Deputy Suzanne Irving.

## Accessibility and Inclusion

### **The building**

The setting is a 2 storey old farm house located off the A59. We accommodate adequate 'off road' parking for parents/carers, staff and visitors to the setting. The nursery is in walking distance from nearby residential areas and close to several bus routes.

The main entrance is at the front of the building with ramped/wheelchair access to the rear of the building. The front door and side gate entrance is fitted with a security code access. The door is answered to families and visitors by a senior member of staff, if necessary ID is requested before entry.

The nursery offers a pram store for families who wish to leave pushchairs.

Each care room is supported by natural lighting and ventilation, offering generous views to the outdoors. Suitable electric lighting is used as addition when required.

The nursery is fully central heated.

Baby room has a nappy changing area within the room, screened to support respectful changing for each baby.

Sunshiners has 3 toilets and changing area within the room for the children who access independently or with assistance if required.

Treetops have 2 toilets for the children to access independently located alongside the care room.

1 staff toilet is located on the first floor.

The nursery has its own laundry room and nursery kitchen.

The nursery is fully decorated throughout with calming natural painted walls. Natural lighting throughout each room compliments the decor. Each room has suitable flooring to support the activities in each of the rooms/areas. Children's art work, voice and achievements - linked to EYFS are displayed throughout the nursery, where parents/carers can view.

Our large reception area is used as an information display point for parents/carers and families. Where a variety of local information is displayed supporting the community around us.

Staff photographs, certificates and policies and procedures are also displayed in the reception area.

Larger print policy copies are available on request.

We have members of our team and family members who can assist parents with English as an additional language and can also access translation through our local authority is required.

The reception area is also used for new parents to sit and 'have a cup of tea' whilst their children are visiting on induction sessions before their start date.

Each room operates a indoor and outdoor daily risk assessment to ensure all areas are safe and adequately resources for the children. These are carried out before the start of nursery and assessed again after lunchtime.

All bedding sheets are washed daily after main sleep period and blankets are laundered weekly.

## **Baby Room**

The baby room is furnished with low wooden tables and chairs (age appropriate) The areas are divided into comfortable area, which is carpeted, small world and construction area, malleable/messy area and an area of investigation. Babies have access to their own garden area which is resourced with age appropriate outdoor equipment. Resources are clearly labelled with photographs and words.

## **2-3 Room - Sunshiners**

The Sunshiners room is furnished with age size and appropriate tables (adjustable) and chairs and small sofas in the reading area. The room is divided into small world and construction, comfy/literacy area, home corner, ict/computer, marking making area, malleable, sand and water (trays adjustable) and mathematics. Sunshiners have free flow access to the outdoor areas at the rear of the building. The area is of level ground with a mixture of grass, artificial turf area, flagged and decking. Resources are clearly labelled with photographs and words. Children have a photographic signing in system as they enter the room .

## **Treetops**

The pre-school room is furnished with tables and chairs of standard child size for this age group. The furniture within the room is free standing and can be easily moved if necessary. The sand and water trays are height adjustable. Resources within the room challenge the children's expectations to create opportunities to question why and extend their learning. The continuous provision consists of home corner, ict, small world and construction, malleable, painting/mark making, mathematics, literacy/ comfy book area and sand and water. All areas are clearly marked. Children have a signing in system as they enter and exit the room.

## **Language, Literacy and Mathematic room**

This room is used for small group activities, where children can work closely with their Key Person on Language, literacy and mathematical skills. The room is also used for 1:1 support work with children on IEP's. This room is beautifully resourced for children to reach their full potential in the above areas. The room is used by Sunshiners and Treetops.

## **Outdoors**

The setting has 3 outdoor areas. A fenced artificial grassed areas leading from the baby room. Age appropriate resources are stored outside to support and extend their physical abilities and needs. A small flagged area is the outdoor extension to the Sunshiners room where wheels toys, sand and water can be investigated. This area is to be redesigned in the near future, to include a walk in sand pit, grass area with mirrored panels and larger blackboard to encourage gross motor skill in mark making. The large garden to the rear of the building is used by Treetops(pre-school). The area has a natural grass area, artificial grassed area, blocked paved area and wooden decking to offer a variety of textured flooring. There is also a wooden balancing area to set challenges for the children's development. This garden houses our plants troughs where seasonal vegetables are grown and harvested by the children. This outdoor area is enhanced daily to support the children's interests. The garden is also shared by Sunshiners (2-3 age group).

## Identification and Early Intervention

Children's progress is monitored closely in our setting. Each child has a learning journal which includes observations, focus period observations, assessments and photographs, snapshots, WOW moments and words taken by their Key person. It assists us in monitoring a child's well-being and their progress in the seven areas of learning.

When a child starts nursery parents complete an 'All about me' document as part of their child's induction, this informs us of each individual child's needs and any concerns in well-being or learning areas you may have. During the initial induction or room transition period each child is observed during their focus period, these observations inform us of their next steps of learning and allow us to 'baseline' assess each child in the Prime and Specific areas of learning.

Parents are a focal point of communication at all times. Passing on information regarding their child's interests which will inform us of individual interest, allowing us to enhance their learning environment.

We also offer parents evening where Records of Achievement files are shared and discussed.

Tracking children's learning enables us to highlight any areas of concern, which in turn enables us to look at how we can support each individual in a particular area. We work closely with outside agencies who can support the setting and the child.

In addition to the learning journals we complete a 2 year progress check for each child. This supports the 2 year assessment check completed by the Child's Health visitor.

Our SEND policy sets out all our legal requirements and support to each individual child and their families. This provides us with opportunities to work alongside outside agencies to monitor and support children individual learning requirements and support.

We use provision mapping to identify ways of support for each individual child.

The settings Inclusion support teacher is pro-active in her support when working with our SENCO.

## Teaching and Learning Part 1 – Practitioners and Practice

The setting works within the EYFS framework. Each room within the nursery is resourced accordingly with age appropriate resources. Practitioners use the statutory guidance and development matters when identifying each individual's development. They also use these tools when creating activities and planned provision to work alongside children's interests. The EYFS identifies three prime areas of learning and four specific areas. Each family is given 'What to expect' document which is a guidance document for parents to explain their child's learning and development in all 7 areas of learning.

In the 0-2 age group the prime areas of learning are the main focus; these are Communication and Language, Physical development and Personal, social and emotional development.

In the 2-3 age group the prime areas remain significant however practitioners will start to introduce the

specific areas of learning.

In the 3-5 age group the prime areas continue to be the main focus but there is an increasing balance when encouraging children's learning and development in all areas of learning both prime and specific.

Activities and provision are adapted to meet the interests of the children dependant on their age group and stage of development. Practitioners and Key persons will use observational tools and own knowledge of specific children's abilities to differentiate activities and tasks to ensure that they are fully aware of what is being asked of them and to also to make an activity or task achievable for them to move forward in their development.

All the children in the setting has a key person. It is their role to liaise with parents in regard to how they are at home and how they have been throughout their nursery day on a daily basis, either verbally or written (under 2's) We hold parent's evenings twice a year however parents are able to view their child's files or talk to their child's key person any time, an appointment would be made to support staffing ratios. This further strengthens the settings positive working partnership we have with our families.

We also communicate via our ' Parents Board ' which is on display in the nursery reception. We display events and meetings within the local area and community and regularly communicate with a nursery newsletter.

## Teaching and Learning Part 2 - Provision & Resources

Each age phase has resources which are developmentally appropriate for the age group in each room however we do share resources from around the setting as and when required to create other learning opportunities, some of these activities may challenge thought and experiences as well as following individual interests. Practitioners will encourage hands on learning as a way of exploring different learning experiences, for example we link learning with experiences within the community, visits to the fire station, theatre productions and park nature walks.

All practitioners are encouraged to work with outside agencies, some may visit children in the setting and we will accommodate this where required. ie Physio. We work closely with our inclusion teacher who provides us with techniques and tools to use when working with children with specific support. These will support the settings regular routines, positive behaviour and management strategies.

We undertake suitable risk assessments across the setting and whenever the children go on outings. We ensure that all children are kept safe and secure in nursery and when out within the community.

Parents and families are included in the care routine and wellbeing of their child. Daily written and verbal feedback is given. The team greet and talk to parents as they arrive each morning at nursery allowing time to discuss their child's well being and any events the family have celebrated ie over the weekend. As part of good practice we document involvement from parents with each child's learning journal.

As part of our induction process 'All about me' document is completed and discussed so we are aware of any area of support we need to give in the early days of starting nursery.

## Transitions

Before a child starts nursery we invite the child and family to attend 'settling in sessions' at the nursery to ensure a smooth transition into nursery. During the sessions the family will stay and play in the room with their child, meet the team who will be caring for their child and have the opportunity to complete and discuss the setting 'all about me form' which informs us of likes and dislikes of the child, any dietary requirements they may have, allergies, comforters and any particular styles of play the child may have. The number of sessions will be deterred by the child themselves as we will observe when they are happy and settled without their main carer. The Key Person will support them throughout their initial focus period, making observations to support their next steps of learning for future planning.

Room transitions for each individual are supported by their Key Person and a transition form to support their move into the next age group.

As a key part of children's learning the pre-school children and staff devise an effective way for 'School readiness' We introduce a uniform to be worn in the pre-school age group. We encourage self dressing ie when changing for PE and football sessions. Children will self serve during meal times and assist the team in preparing morning and afternoon snacks.

Upon children leaving to go to school we complete the Lancashire County Councils transition document which is completed by the child's key person. Upon completion this will be shared with the parents where they are able to write their views and then sent to the school the child will be attending.

Teachers may also visit the setting to meet the children before they start reception class.

To support Enhanced school transitions for individuals we will arrange a pre visit to the school to meet with the reception teacher to discuss individual needs and requirements. If outside agencies are involved they will also be invited to visit the school at the same time.

## Staff Training

Staffing : Manager Level 3 currently working towards Level 5. Designated Safeguarding Officer, Deputy SENCO. First Aid Qualified.

Floor manager Level 4. Setting SENCO, Deputy Safeguarding Officer. First Aid Qualified. Food Hygiene level 3.

7 Staff Level 3 qualified

1 staff Level 2 qualified working towards level 3

3 Modern Apprentices working towards level 2

Nursery Chef qualified at Food hygiene level 3

All staff receive annual update training in /safeguarding and Special Education Needs.

Supervisions for staff take place every 12 weeks and annual Appraisals support continued professional development for the fully team.

Full staff meeting take place monthly when we have the opportunity to discuss in house training and any changes in policies and or legislation within the sector

### **Further Information**

Security of the children is paramount, the main door is security coded (known only be the team) otherwise the door is opened by management or senior staff who know the parents/carers and families. Parents are aware that they do not open the door to parents to ensure safe entry of adults. Each family has a password which may be asked for if person collecting is not recognised. ID is always requested from visitors entering the nursery.

Management work opposite shifts to ensure there is a member of the management team on duty for parents to talk to regarding their child, whether it be a concern, their welfare, fees or a learning and development question. The child's Key person will give feedback at the end of each day and be available also to answer any concerns regarding the child's welfare and/ learning and development..

We have a complaints procedure in place.

We hold regular parent's evenings, however if a parent/carer wishes to meet outside this appointed time, arrangements can be made to accommodate this.

Parents and staff can contact nursery by telephone or e-mail .