



MKM CHILDCARE LIMITED

Little Explorers Nursery and Preschool

Our Local Offer 2019

1. How does the Early Years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

At Little Explorers Nursery and Preschool all children are observed and assessed regularly and we have a procedure to identify possible SEN or disability.

Kat Houston is our designated Inclusion and Special Educational Needs Co-ordinator (INCO/SENCO).

All children are allocated a key person who will make observations and review the child's progress. Progress and next steps will be shared with parent / carers. Any concerns about a child's development will be brought to the parent / carer's attention without delay, so that support can be provided as soon as possible. If a parent / carer has any concerns about their child they should in the first instance speak to their child's key person.

2 - Year Progress Check

All children will be assessed between the age of 24 months and 35 months, and a report will be shared with the parent / carers by the child's key person or the Nursery INCO / SENCO. The assessment will concentrate on the Prime Areas of learning, which are Communication and Language, Physical Development and Personal, Social and Emotional Development. The report will highlight the child's strengths and any areas where there are delays.

If there are any significant delays or the parent / carer has a concern about their child's development then the Nursery INCO / SENCO will advise on the best course of action.

Parents of children with English as an additional language will be asked if there are any concerns with language development in their own language.

Parent / carers will be asked to bring their child's Personal Child Health Record (PCHR) (red book) to the 2-year progress meeting so that the child's key person can complete the relevant section. We encourage this to then be shared with the Health Visitor during the child's 2-year health review. Some children will be invited back for a second review with their child's Health Visitor. This review will take place when the child turns 3 years old and will be integrated with the child's Health Visitor, the child's parent / carer and the Nursery Manager or INCO / SENCO.

2. How will the early years setting staff support my child?

At Little Explorers Nursery and Preschool all children are allocated to a key person within one of the three age groups, Babies (0-2 years), Toddlers (2-3 years) or Preschool (3-5 years). The child's key person will act as a main contact for parent / carers and will plan and support the child's individual needs. Transition between each age groups will be made gradually and when the child is ready.

If a child requires extra support or has SEN or a disability then a One Page Profile and Individual Plan will be written specifically for the child, highlighting their strengths, what is important to them, their desired outcomes and how they will be supported at Nursery. This is called a 'person centred' approach and is a recognised approach to help support children with SEN and disabilities.

The Nursery INCO / SENCO, key person and Manager will work in partnership with the child's parent / carers to complete the plan. Any professionals working with the child will also be invited to contribute.

The child's key person will continue to work with the child with the support of the Nursery INCO / SENCO and the Manager.

If the child is not making expected progress, with parental consent the Nursery INCO / SENCO can access further support and make a referral to Target Setting

Support (TSS), Speech and Language Services, Occupational Therapy or the Child Development Team. The Nursery INCO / SENCO may also be able to access specialist training, resources and funding for the nursery.

3. How will the curriculum be matched to my child's needs?

All children's progress is reviewed every four months by the child's key person and then shared with parent / carers. The child's next steps and learning outcomes are linked to the seven areas of learning within the Early Years Foundation Stage. All children's observations and photographs are up-loaded onto Tapestry, an online journal. Parent / carers will be issued with individual log in details so they can view their child's journal.

Learning outcomes for children with SEN, a disability or who require extra support will also be linked to the Early Years Foundation Stage. However, further detail will be provided within a separate document called an Individual Plan. Some of the outcomes within the plan maybe broken down into smaller steps so that they are more achievable.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

For children with SEN, a disability or who require extra support we use the 'graduated approach' which is an on-going cycle of assess, plan, do, review. This cycle allows the Nursery INCO / SENCO and Manager to constantly evaluate the child's progress.

The Nursery INCO / SENCO will agree a review date with parent / carers when completing the child's One Page Profile and Individual Plan. During the review meeting, observations will be shared from nursery and from home and it will be discussed what is going well and if there are any worries. The Nursery INCO / SENCO will then agree next steps with the parent / carer and another review date will be agreed. The Nursery INCO / SENCO and the Manager can offer advise on how to support the child's learning at home as well as inform families about other local groups and support available in the local area.

Babies and toddlers will have care routines up-loaded daily onto Tapestry. Care routines include, nappy changes, milk feeds, a food diary and accidents. Photographers and observations of all children are available for parent / carers to view on Tapestry. If an older child would benefit from having a care diary, this can be arranged.

5. What support will there be for my child's overall wellbeing?

The child's key person, the Nursery INCO /SENCO and the Manager will ensure that the child's overall wellbeing is supported fully and any specific requirements are detailed in the child's One Page Profile and Individual Plan.

All staff will be trained on how to use specialist equipment to ensure that it is used safely. Policies and procedures are in place for administering medicine and we will only administer medication that has been prescribed by the child's GP. Parent / carers or medical professionals will be asked to show staff how to administer the medicine to ensure minimum stress to the child. All children who have a medical condition that may require medication will have a detailed 'care Plan'.

At Little Explorers Nursery and Preschool, we promote positive relationships by encouraging children to talk about their feelings and recognise other peoples' feelings. We do not use sanctions but instead provide a 'feelings area' where we encourage children to visit and reflect on their own behaviour. This concept is used to help children learn to self-regulate and manage their own feelings and behaviours.

We also have behaviour policies and procedures in place and the settings Behaviour Manager is Kat Houston

6. What specialist services and expertise are available at or accessed by the early years setting?

Business owner and company Director, Clare Peacock, has completed a Childhood Degree and has extensive knowledge and experience in management and childcare. The Manager, Amber Wickham, has a wealth of experience working within the early years, has a Level 3 in Childcare and has recently completed a level 3 Diploma in Management. Deputy Manager, Kat Houston has a Level 2 in Childcare and is working towards a Level 3 Early Years Educator CACHE qualification.

All practitioners have completed either a Level 2 or Level 3 qualification. We have two members of staff who are training and working towards their Level 3. We have access to a training programme run by West Sussex County Council where practitioners can attend specialist training and all staff have ongoing online training through MyEducare.

The Children and Family Centres in Burgess Hill and Haywards Heath offer information about local services, support groups, Speech and Language drop in services and they have a Toy Library.

7. What training are the staff, supporting children with SEND, had or having?

The Nursery INCO / SENCO, Kat Houston, has had training in 'say it and sign', Early Bird National Autistic Society Programme for parents, visual support, PECS (Picture Exchange Communication System) and Solihull parenting course.

Kat attends regular INCO / SENCO network meetings and has had INCO and SEND training through West Sussex. Training has included, The Role of the INCO, Supporting Children with SEND, Co-ordinating SEND support, Writing Individual Plans and the Children's Learning and Well-being Audit (CLaWBA) workshop. All training the Nursery INCO / SENCO receives, is shared with the team so that practitioners are 'up skilled' and in turn have the tools to support the children who attend the nursery.

Amber Wickham has attended the 2-day Solihull approach training run by West Sussex, has had many years' experience working with children with additional needs and works very closely with the INCO / SENCO Kat Houston.

All staff have received training from Beacon House in Early Childhood Trauma attachment and the Sensory Processing System. Staff also receive specialist training from the management team twice a month during reflective planning strategy meetings.

8. How will my child be included in activities outside the early years setting including trips?

Before going on any trips or outside activities, such as sports a full risk assessment is carried out by a member of management at the nursery.

There are generic risk assessments in place for our regular places of interest. If we feel the welfare of the child or the other children would be at risk, a discussion would take place with the parent / carer to decide on the best course of action so that the child is fully included.

9. How accessible is the early years setting environment? (Indoors and outdoors)

We are located in a pavilion, the building is on one level and we operate a 'free flow' setting where children are able to choose where they want to play and explore. We provide a learning environment which is planned around the children's current interests. All areas of learning are available both indoors and outdoors so children who prefer to spend longer periods of time in one area still have full access to the whole curriculum.

The environment is clearly set out and consideration is taken to ensure that it is not too visually stimulating. Toys and resources are labelled with pictures so that children can independently make their own play choices and help put toys back where they belong. Visual time lines are in place for each age group and for individual children so that they know what is happening now and next. A visual song board is used during toddler circle time so that children who have little language can still make a choice and we use large now and next visual prompts for our daily routines.

We aim for the classroom environment to reflect our community and support the individual needs and interests of all children. We invite parent / carers of children with English as an additional language to contribute ideas of how their child's home language can be used in everyday practice.

We are a proactive setting and we are always looking for ways to improve our practice. The Company Director and the Manager have recently been inspired by The Curiosity Approach and are working with the team to develop and evolve the classroom environment by introducing resources which are authentic and made from natural materials. We also are extending our 'loose parts' play where real items and undefined objects are used within play to spark curiosity and allow for the children to engross themselves in true imaginative play.

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/ school?

Before registering a child at the nursery, we will discuss the care needed. If support is identified or already in place then the Nursery INCO / SENCO will arrange a transition meeting where everybody involved in supporting the child shares information and agrees on the level of support required. A One Page Profile and Individual Plan will be written in partnership with the child's parent / carer

detailing the support required so that the child can be planned for before they start.

Our usual settling in procedure includes a time for the parent / carer and the child to visit the nursery together to meet the team and complete paperwork. If happy a second settling in session will be arranged before the child starts their agreed hours. Some children may require a home visit and extra settling in sessions before starting. All children will be allocated to a key person within their child's age group. This will be decided before the child starts so that the child and parent / carer can meet with their key person during the settling in period.

Before children start school, the key person will work on specific skills at nursery to promote independence and 'school readiness'. For example, dressing, pen control and toileting. Once a school place has been secured the Manager will start the school transition process.

For children with SEN or a disability a transition meeting will be arranged where the child's One Page Profile and Individual Plan can be shared. This is so the child can be planned for before they start school. The school SENCO may also decide to visit the setting.

All children will either attend a school visit with the nursery Manager or the reception class teachers will visit the nursery to meet the child.

All children will leave Little Explorers with a completed online Learning Journal and a current progress review.

11. How are the early years setting's resources allocated and matched to children's special educational needs?

At Little Explorers Nursery and Preschool, we have a membership for the Toy Library where a wide variety of resources including toys, story sacks and sensory toys / equipment can be borrowed. We have access to the Sensory Bus and can arrange a visit to the setting for small groups of children to enjoy. We also have visual time lines, now and next boards and behaviour prompts in use.

The Nursery INCO / SENCO will work with parent / carers and outside professionals to source any specialist's equipment that may be required to support the child. It may also be possible, with the parent / carers consent for the nursery to apply for funding to purchase specialist equipment. For example, some

children who receive Disability Living Allowance (DLA) may be entitled to Disability Access Fund (DAF).

12. How is the decision made about what type and how much support my child will need?

At Little Explorers Nursery and Preschool support for children is decided in partnership with parent / carers and any other professionals working with the child. The child's Individual Plan will detail the support in place and will be reviewed regularly and up-dated accordingly.

It maybe that a child is referred to the Early Years Planning and Review Meeting (EYPARM) to be discussed and an Educational Health and Care Plan (EHCP) assessment started. If a child already has an EHCP it will detail specific targets and the level of support required. EHCP are reviewed yearly.

13. How are parents involved in the early years setting? How can I be involved?

At Little Explorers Nursery and Preschool, we work in partnership with parent / carers and other professionals and parent / carers are fully included in all meetings and decisions about their child.

We operate a Focus Child system for all children, where each week a different set of children become the focus. The child's key person plans activities based around the focus child's individual needs, interests and next steps. The key person welcomes parent / carers to share their child's current home interest's and achievements.

We have a private Facebook page where we share information and photos of the children's learning experiences and we have a monthly newsletter which is sent to parent / carers informing them about what the children have been doing, forthcoming events and any other important information. We also have regular parent consultation evenings and special events such as sports day, graduation and a Christmas party.

14. Who can I contact for further information?

Please contact the nursery by phone, email or in person and speak with Clare Peacock, the company director. Clare will then point you in the right direction depending on the nature of your enquiry.

Clare Peacock

E-mail: office@littleexplorersnurseryandpreschool.co.uk

Tel: 07771 638660

Direct line for setting: 01444 241 909

Information on local services can be found in the West Sussex Local offer
www.westsussex.local-offer.org

Thank you ☺

Updated July 2019 by Kat Houston