

SEN and Disability

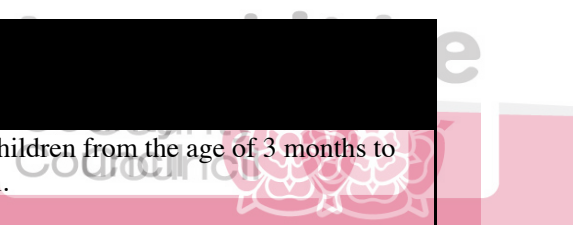
Local Offer: Heathland Nursery

The Setting

Heathland nursery is a full day care nursery setting. Places are available for children from the age of 3 months to five years old. The setting consists of two buildings, nursery and kindergarten.

Nursery –

- Baby Room (Room space holds 9 children at any one time)



- Baby Room (Room space holds 9 children at any one time)
- Toddler Room (Room space holds 15 children at any one time)
- Top Nursery (Room space holds 20 children at any one time)

Kindergarten

- Kindergarten 1 (Room space holds 24 children at any one time)
- Kindergarten 2 (Room space holds 24 children at any one time)

Transitions between rooms are based upon the readiness of each individual child rather than the child's age.

We use the EYFS (2017) guidelines in relation to staff child ratios and these are as follows,

- 0-2 years old - 1 Staff: 3 Children
- 2-3 years old – 1 staff: 4 Children
- 3 and over – 1 staff: 8 children

If suggested by outside professionals that ratios should be adapted to suit a particular child's needs, this is able to be catered for.

The nursery is run by an experienced management team and both the manager and deputy manager hold a level 4 qualification. Each room also has a room leader who manages the day to day running of their room and team, many of whom also hold a level 4 qualification.

In addition to these, who also have a number of nominated persons to oversee certain aspects within nursery who all have specialist and consistently renewed training within their specific area, these are

- Safeguarding officer
- SENCO – Special Educational Needs Coordinator
- ELAC – Education for Looked After Children
- Behaviour management Coordinator

Accessibility and Inclusion

Our Early Years Setting consists of two buildings. The Nursery building mainly consists of a single storey apart from two sleep rooms upstairs. The Kindergarten building is a single story porter cabin.

Some areas of the grounds and setting are wheelchair accessible although there are some steep ramps and uneven ground. All steps within the ground are painted to highlight the step or uneven surface. The setting also has access to the attached school grounds, consisting of a large field, tennis court and gated wooded area. We also have a large carpark for parents and staff, as well as an outdoor sheltered buggy bay, although this space is limited.

Both buildings are accessed using a doorbell system which is keypad locked at all times.

As we occupy from a building that is not purpose built, some corridors within the setting are quite narrow, although due to fire regulations are kept clear at all times. All internal doors are standard door size within the exception of two French doors which lead onto the outdoor area. Both buildings have adult and child accessible toilets. All corridors and rooms within the setting are illuminated with strip lighting. All storage cupboard doors are secured with child safety locks.

There are parent information boards in the entrance of both buildings. These contain information about staff, information about events within the setting and signposts to policies. These policies are available at all times, and are printed in standard size lettering, however, upon request these can be made into large print and available electronically.

Both buildings have their own kitchen with warming facilities and fridges to store children's food. Our attached school Heathland School has an onsite cook who prepares school meals for children over one year old upon parental request at an additional fee. The menu for this is set on a three week rota.

All children have their own labelled peg to store bags, coats and spare clothes which are within close proximity to their room. In all rooms children have their own labelled beaker/water bottle which is refilled throughout the day.

In order to prevent cross contamination, children within the baby and toddler room do not have continuous access to these, although are given a fresh drink in half hour intervals, and more often in warmer weather. Water bottles are in sight for children to point in order to request them at any other time.

Within top nursery and kindergarten children's drinks are continuously accessible throughout the day

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All rooms within the setting have a number of large display boards as well as some displays on the child's level which are used to display children's own unique work.

Parents are communicated with on a daily basis, both verbally and written, as all parents are provided with a 'daily sheet' in order to pass on what their child has been doing throughout the day. We also occasionally use photographs in order to pass on this information.

All rooms have child-sized furniture for children to access equipment and resources independently and at their own pace. All toy boxes and furniture are labelled with a photograph, in order to assist children in finding their favourite toys again and again as they will learn to understand that everything has a place.

All toys within rooms are developmentally appropriate to the children within the room. As all children are unique and develop at their own pace, staff monitor development continuously and will adapt toys and resources as and when needed to suit each individual.

The baby and Toddler room endeavour to follow children's routines from home which is communicated by the parent. As children continue to transition through the setting, more structure and routine is introduced in order to encourage school readiness. Again this can be very flexible and can be adapted for individual children.

Identification and Early Intervention

Each child has their own key worker who is qualified at level 3 or above, unless training towards this level, when which their key worker will be closely monitored by their room leader.

The key worker monitors your child's progress closely and tracks this on a regular basis. Each child has their one unique record of achievement folder in which contains photographs of your child's learning journey. Alongside this we include significant comments about your child and focused observations which link to the EYFS. These are accessible for parents to look at, at any time.

In addition to this, a formal report is carried out between 2-3 years which will highlight the strengths of your child, as well as any areas for concern or progress to be made.

If your child's key worker feels your child needs extra support in a particular area, this will be communicated with you as well as the SENCO. In collaboration, plans and targets can be put in place in order to support your child. If necessary the SENCO can refer or assist you in referring your child to any outside agencies which you feel will benefit your child. We will hold regular meetings in this case to gather all people involved with you and your child to set targets and discuss development. This is only ever done with the approval and presence at the meeting as parents know their child best.

If you have any concerns relating to your child's development and suspect they need extra support discuss this with your child's key worker or SENCO and they will be happy to put plans and targets in place.

We have an in-depth SEND policy which holds regard to 'The SEND Code of Practice (2015)' and our provision mapping, which highlights the additional support we are able to provide those who require additional support. (This is available upon request).

Teaching and Learning Part 1 – Practitioners and Practice

When starting nursery, we ask parent to complete an 'all about me' booklet about your child. This will give us an insight into your child's likes and dislikes, strengths and weaknesses. This will be used in conjunction with the baseline assessment which we carry out within the first couple of weeks of your child attending our setting. This consist of a series of observations to gage where your child's development lies when starting nursery, this is shared with parents and then will be used as a starting point of our planning for your child.

Our setting uses the EYFS as a guide to our child's play, learning and development. Activities are planned for each individual child to suit their needs, interests and stage of development, which will be fed back to parents on a daily basis.

Each room consists of toys which are developmentally appropriate. Toys can also be swapped around between rooms, along with our enhancement resources as and when needed to suit the development of each individual child, whether for a child with developmental delay, or a child who is exceeding.

Teaching and Learning Part 2 - Provision & Resources

All staff working with children who have additional needs are always supported by the nursery SENCO. When allocating key worker groups, we endeavour to place children who have SEND with a staff member who has experience of working with a children with particular needs.

We ensure developmentally appropriate toys are available to support play and learning for all children, if any particularly resources or training is needed to support a particular child, we will endeavour to arrange this. For example, in 2013,two staff members were given Makaton training to assist a child's communication skills, which was then fed back to all staff within a staff meeting. The nursery SENCO has also had training associated with portage home visiting scheme, autism and regular updates and is also currently studying for a Foundation Degree in Disability Studies.

When needed, we are able to provide staff coverage which can allow some time to have small group work, focused one to one time working on targeted learning plans, and time to liaise with outside agencies.

When in kindergarten, some outdoor trips are arranged with parental consent. These are all risk assesses prior to visit taking place, and reasonable adjustments are made in order to allow all children to participate.

Transitions

The transition process is completely individual for each child. When starting our setting for the first time we ask parents to fetch their child to nursery for a number of taster sessions.

We firstly encourage an hour visit so that children can become familiar with the setting and staff. This can then be built up gradually over approximately two weeks. Children who are more settled will have fewer inductions, where as a child who is more unsettled or who has never experienced the nursery environment before will have more. We will discuss individually with each parent as to whether they would prefer to

sty with their child for their first sessions or leave them for short periods.

Before parents are allowed to leave their child within the setting, they are asked to complete the relevant forms, i.e.: contact details, emergency contacts, allergies etc....

For children with additional needs, we have provided photographs of our setting and home to make the transition process run more smoothly.

When making the transition from one room to the next, parents will be fully involved. Handover notes are provided from one key worker to the next to ensure they have the vital information about the child. The child's record of achievement folder will also move on with the child from one room to the next, so their learning journey is one continuous journey through their whole nursery life.

We also have an open door policy which allows parents to drop in at any time. They are also available to contact us via telephone to check in with their child. This is all outlined in our transitions policy which is available within the setting or via email at your request.

Staff Training

All practitioners currently within our setting are qualified at level 3 or above, (or training towards) with many others qualified at level 4 and above.

We are happy to accept a small number of students into our setting to allow high quality hands on training. These are always closely supervised and mentored and never classed within the child: staff ratio.

We have regular practitioner supervisions and appraisals and hugely value the opportunity to further professional development.

All practitioners are safeguard trained and level 1, and many more at level 2.

All practitioners are paediatric first aid, and epi-pen trained and we are vigilant at renewing these every three years.

All practitioners have access to the level 1 and 2 CAF training

All staff have accessed 'Prevent' and 'radicalisation' training

Further Information

For any further information regarding our setting, contact, Nursery Manager – Chantelle Maudsley on 01254 396185, and she will be happy to help you with any queries or pass you onto the appropriate person to do so.

We provide ourselves on building fantastic working relationships with our parents. If a parent has any concerns about their child's/education, we ask they speak to their key worker when the concern arises and we will work together to overcome these barriers.

We have a procedure for dealing with complaints and this is also available within the setting, or via email if required.

