



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Toddle In Private
Nursery**

Setting Name and Address	Toddle In Private Nursery		Telephone Number	01282 866100
	Brook St		Website Address	www.toddleinprivatenursery.com
Off North Valley Rd				
Colne				
Lancashire				
BB8 9AG				
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: We offer support to children with a range of SEN	
	x			
What age range of pupils does the setting cater for?	0-11 years			
Name and contact details of your setting SENCO	Miss Kirsty McNulty Toddle In Private Nursery Brook St Off North Valley Rd Colne 01282 866100			

Name of Person/Job Title	Miss Kirsty McNulty SENCO		
Contact telephone number	01282 866100	Email	hello@toddleinprivatenursery

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	http://www.toddleinprivatenursery.com/our-local-offer/		
Name	Miss Kirsty McNulty	Date	03/07/14

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

The setting is a privately run nursery. Places are available for children between the ages of 0-11 years. The setting offers a morning and after school club in connection with the nearest school and also offers a holiday club. The setting is registered to take 87 children of the 0-5 age bracket. This is broken down into 15 under 2 years, 24 children aged 2-3 and 48 children aged 3-11 years.

The setting is organised into 3 separate age groups. Both the 0-2 and the 2-3's age groups are situated on the ground floor. The 3-5 age group is situated on the first floor, which is also used by the children using our out of school service. The 0-3 age groups are allocated a Room Leader with the 3-5's having a full time qualified teacher.

The role of the Room Leader is to monitor all areas of continuous provision, to support all room staff in their day to day work and to ensure that planning and observations are completed regularly.

In addition to Room Leaders the setting also has practitioners with additional roles, these include; a SENCO, a named parental involvement officer, 3 safeguarding officers, a behaviour management officer, a health and safety/ fire officer, an equal opportunities co-ordinator, an oral health champion, a health champion and a practitioner who is responsible for the education of looked after children.

The setting is run by the Proprietor, the Manager and the Deputy manager. It is the Management team's responsibility to support Room Leaders and practitioners on a daily basis, and with their additional roles. Both the Deputy manager and the Manager monitor all areas of provision and it is the Deputy's responsibility to support the Manager in the management of the business side of the setting.

The proprietor is a qualified teacher and takes an active role within the setting supporting management and all other practitioners.

Accessibility and Inclusion

The setting is housed in an old church building. The building is accessible to wheelchair users but only on the ground floor as there are stairs to the first floor.

There is a small area at the rear of the building which offer accessibility to wheelchair users allowing them access to the outdoors and there is also a small area at the front of the building that also allows access to the outdoors. This area is equipped with a 'mud kitchen' for the children to experiment with as well as a water wall and music area. The main playgrounds are only accessible with the use of stairs.

The steps that lead to the main outdoor environment from the ground floor are equipped with a handrail. The steps that lead to the main outdoor area from the 3-11 age group are clearly marked with yellow stripes to aid visibility and have two handrails.

The setting has its own car park which has 4 parking spaces, one being a disabled bay. The setting is accessed using a doorbell system that is linked to the office.

There are two bathrooms available in the setting, one on each floor. These bathrooms are for the children but each one has an additional adult toilet. There is also a single adult toilet available on the ground floor.

There is a reception area. This area can also be used to store specialist equipment if necessary. The corridors are illuminated using strip lighting. There is no natural/day light in these areas. The walls are brightly painted with child friendly pictures. There are parent boards and display boards displaying children's work. All corridors are secured with lockable gates. All internal doors are standard sized fire doors. The door that leads to the ground floor corridor is a double door. All doors to the rooms have viewing panels both top and bottom.

All doors to storage rooms have locks that are out of the children's reach and staff ensure that they are locked at all times. All areas of the setting are clearly labelled.

Both floors are enriched with parent notice boards. They contain information about dental hygiene, toilet training, and the national framework. Some display boards contain information from the local children's centre and other outside agencies. This is only available in the format that it is sent to us. Some policies and procedures can be found on these display boards. Policies can be found in the welcome pack and the brochure. All policies are available in large print and all staff can explain policies verbally.

The ground floor rooms are illuminated with strip lighting and the first floor room is illuminated with LED lighting. All rooms have large windows with blinds and a door that offers outside access.

All rooms are brightly coloured and enriched with signs and labels and large display boards.

All rooms have both a carpeted area as well as hard flooring.

The furniture in all of the rooms is moveable, to allow change of layout if necessary.

In the 0-2 room there are low wooden chairs and tables. There are also some low wooden chairs with fitted trays as well as standard plastic highchairs. Cushions, beanbags, play gyms and bumbo's are used to create soft, comfortable areas. The 0-2 room has an additional cot room which is also available as a sensory room. Children can sleep in various places dependent on parent preferences. Places available are a settee, cots, pram, sleep mats, bean bags or cushions.

The resources are age appropriate and are made up of sound and light toys, soft play toys, books, and treasure baskets. Practitioners also use song boxes and story sacks. The cot / sensory room is enriched with soft lighting and various sensory resources.

A no shoe policy is operated in the 0-2 age group but exceptions are made for children who require specialist footwear.

In the 2-3 room the furniture consists of a mixture of metal tables and plastic tables and chairs. The plastic table and chairs are all brightly coloured and the metal tables have brightly coloured

table cloths. The room is split by a wooden fence. It separates a carpeted area and hard flooring. A large settee, beanbags and cushions create a small cosy area on the carpet area. Toys are stored in clearly labelled units that are of the children's height.

Sand, water and Tuff trays are used on low level stands. Resources for continuous provision are appropriate to age but some resources may be borrowed from the 0-2 age group to aid children's needs and development. The 2-3 age group are able to use the sensory room as well as offering play sessions in the 3-11 age group. The 2-3's age group offers free flow access to the outdoors. The activities can be available in varied ways such as on the floor to make them accessible to all.

The 3-11's room is made up of two sections, with an additional small quiet room. It has metal tables and small children's chairs.

The chairs in the room are brightly coloured and all tables have brightly coloured table cloths of various designs. The room is equipped with standard sized sand, water and tuff trays. These can be taken off their stands to allow floor play as an alternative way of accessing them. Storage units are clearly labelled and are of the children's height. They are used to store permanent resources.

The room is made up of 10 areas of continuous provision. All areas are enriched with signs, labels, books and pictures to help further the children's learning and development. All resources are age appropriate although resources can be borrowed from other age groups to cater for children's needs and development.

The small quiet room is used as an "exploratory room". It is equipped with low level computer desks and an interactive whiteboard. It has books, electronic toys and games to aid children's learning about the world around them. This room is only accessible to children under adult supervision. The 3-11's room has two carpeted areas one which also has a fence. This area operates a no shoe policy as it doubles up as an area for sleeps.

The main outdoor environment consists of a large tarmac yard split by a colourful wooden fence. The tarmac areas are smooth therefore suitable for children with a frame although the small yard is on a slope. There is a large fitted climbing frame, in the large side of the yard, which is based on rubber safety surface as well as a fixed wooden playhouse. There is a large tree in the large side of the yard and an area with log seats and wooden huts. Bug hotels are situated in this area and are available for the children to explore.

In the small side of the yard there is an area of safety surface as well as a grassed patch with seating and tables. Behind the 2-3's room there is a grassed banking. This is equipped with a built in slide, a large tunnel, a wicker hut and log steps. Resources are taken out daily by all age groups to cater for the children's needs and further develop children's learning.

Children's progress is closely monitored in all age groups.

Each child is allocated a key person who will work closely with your child and family. Each child has a record of achievement which is created by the key person and tracks information about the child's progress across the early year's foundation stage. More detailed information about Records of Achievement and what they are is shared with parents/carers when the child starts attending the setting. This is to ensure that parents fully understand how they are used and how the parents can be involved. As well as tracking the children's development against the EYFS information can be gathered using screening tools and language sessions such as 'Wellcomm' and 'Gingerbear. Children's record of achievement is completed by the key person and display's artwork, learning stories and photographs.

Although the key person is available to talk to at the beginning and end of sessions, the setting holds regular parents evenings to discuss children's progress or any concerns a parent / carer may have. Parents / Carers are also able to arrange to meet with the key person, outside of allocated days and times, at a time that is more convenient to them.

In addition to the record of achievement, we also undertake 2 year checks. This is a requirement of the EYFS. It is shared with the parents/carer and enables practitioners to discuss and identify strengths and concerns. Parents/Carers are encouraged to share their thoughts on their child's progress. Where the progress check suggests that a child may be experiencing some difficulties or delays in their development, this is shared with parents/carers and appropriate next steps are discussed.

Children's next steps are identified through regular observations and assessments. These are based around the child's interest and where they are in each area of their development. The key person will evaluate planned activities to assess whether they have met the child's needs and whether the activity was successful in helping the child to develop. If progress hasn't been made or where the child may have lacked interest in an activity, the key person may plan another activity with the same learning outcome to aid the child's development. At this stage the key person may identify any concerns regarding the child's development. A Targeted learning plan may be developed, together with the parents/carers to target areas of concern and to support the child. At the same time, it may also be appropriate to discuss whether a referral should be completed to seek advice from other professionals. This could be a speech and language referral or a referral to the GP to request a hearing test. At this stage it would be the parents/carers responsibility to seek this advice. The settings SENCO will be notified and will guide and advise the key person. The key person will action the TLP with immediate effect and will ensure that it is reviewed within 6 and 8 weeks, to allow identification of the child's progress. After a TLP is reviewed, the key person will decide whether the child needs continued support or whether the concerns have subsided.

Parents/carers will be involved in the reviewing of the targeted learning plan. Dependent on the outcome of the review, it may be necessary to involve the local inclusion teacher. The inclusion teacher would visit the setting and observe the child and then offer support and advice to the key person and relevant practitioners. This support would be based on the child's needs and on areas of concern. To do this the key person and parents/carers would fill out a 'request for guidance' with support from the settings SENCO. This request can only be completed with the parents/carers consent. On the day of the visit, the parents/carers would be invited into the setting for a meeting with the inclusion teacher and the child's strengths and weaknesses will be discussed. Again this is an opportunity for parents/carers to share thoughts and feelings about the child's needs and receive advice on actions that they can be taken at home. At this meeting the inclusion teacher may advise the SENCO and the key person of any referrals or meetings that need arranging if necessary.

Our special educational needs policy provides the context for supporting children through these next steps. This is referred to as the graduated response. Our SEN policy is available in the setting or you can see it by following this link.....

Provision mapping is used to identify ways in which we support all children in the setting. Wave one identifies what we provided for all children, wave 2 identifies what input we use for children that require a small amount of help and wave 3 identifies the input that is required for children with significant needs and that require more intensive intervention.

The setting works within the framework of the EYFS. Each room in the setting is resourced according to the age and stage of the children. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age group the three prime areas are the main focus. In the 2-3 age group the prime areas continue to be the main focus but some children may be emerging into the specific areas and practitioners may plan and provide activities that slowly introduce the specific areas. The 3-11 age group continue to work on the three prime areas but there is an increasing balance between focusing on these prime areas and the specific areas.

Activities and provision are adapted to suit the needs of all children in each age group. Activities are planned around the children's interests and learning needs. For some children activities need to be adapted to suit their level of learning. Practitioners are sensitive and knowledgeable about the developmental needs of children in their care. When planning and resourcing activities, practitioners are easily able to differentiate enabling all children to be involved. For a child with additional needs any differentiations will be made in correspondence to their needs and/or their TLP.

As previously explained each child is allocated a key person on starting the setting. It is the key person's job to liaise and work closely with the child and their families and to observe and assess the child. It is the key person's role to encourage the parents/carers to continue the child's learning at home. When a child starts attending the setting they are offered 'settling in' sessions to enable parents/carers to discuss the setting with the practitioner and discuss their child's care needs. This is also an opportunity for parents/carers to discuss any concerns they may already have.

Once a child has started in the 0-2 age group they are given a daily diary book which is used to communicate with the parents/carers about their child's daily activities. In the 2-3 age group and the 3-11 age group boards situated outside the room display what activities have been offered during the day and other information about the children's meals, sleep and toileting.

All rooms use different ways to encourage parent/carers to continue learning at home and to keep established relationships between home and the setting. The 0-2 room and the 2-3's room use 'home bags' to continue learning. Children are encouraged to take home a bag that contains resources which the child has enjoyed during that week i.e. play dough. The parents are then encouraged to explore these resources with their child and take photos and write comments in a book. The 2-3 age group send a bag home with one child from each key group. The 3-11 age group use 'home link' books which they send home containing activities relevant to shape, letter, number and colour. In addition to this there is a doll called 'Holiday Herbert'. The children can take 'Holiday Herbert' home or on holiday and take pictures and write about what they have done with 'Herbert'. This encourages the link between the setting and home.

Parent/carers information boards also display information about the EYFS, oral health, toilet training and about local groups and resources in the area.

Management hand out monthly newsletters that notify parents of upcoming events and news about the setting. We receive emails and leaflets about upcoming events at the local children's centre and display this around the setting. The setting also has a social networking site that is frequently updated with upcoming events and daily activities.

Children are encouraged to express their views through group times, adult led activities, free play and through the use of a word wall. Practitioners encourage children to discuss their feelings and thoughts through play. Free play allows the children to make choices and shows preferences. All rooms offer circle time to the children, a time of sitting together and reading stories, singing songs or talking about home and nursery experiences. This again allows children to express themselves through talk or through music and movement. In the 3-11 age group children engage in smaller group times, this gives more opportunity for children to express themselves and discuss matters close to them as well as engage in more learning and development.

Older children are also encouraged to resolve problems independently with guidance from staff. Snack times provide children with choices and are used for learning key skills i.e. how to pour a drink or what is considered healthy foods. In the 3-11 age group children are encouraged to self-serve at main meal times. Practitioners record comments made by the children to support observations and to aid further development of the children's learning.

Each age group is provided with resources that are developmentally appropriate for that age group. Resources are available from other age groups to support children's learning. These resources can also be used to support children with additional needs. Targeted learning plans are used to outline any resources that are needed to support children with additional needs and any advice from other agencies is implemented. Where children require access to resources that are significantly different, to the resources available in the age group, arrangements to share with other rooms are made. Where children need resources that are usually unavailable in the setting, where possible we will buy those resources or create basic resources within the setting i.e. now and next boards, routine cards or emotion cards. All rooms operate an interactive routine board to ensure the children are aware of what is happening next.

Management ensure that all rooms are staffed correctly and that any additional staffs are available if needed. All members of the management team are aware of any meetings that are taking place and make suitable arrangements to ensure that practitioners are available. All staff members are encouraged to attend meetings and to liaise with outside agencies.

The setting works closely with outside agencies and has good links to the local children's centre, speech and language and inclusion team. Due to having good working relationships with outside agencies, the setting is able to contact them at any time for help and advice and to visit the setting if necessary. There are currently no staff within the setting that have any specialist qualifications but Practitioners would always receive appropriate training where necessary i.e. epi pen training and diabetes training.

Any outings and day trips are accessible for all children. Risk assessments are completed before the trip takes place and any special requirements will be made in advance. The setting aims to include all children on outings and will always ensure that plans are in place for the child to return to nursery if necessary.

For all trips permission slips are sent out to parents/carers and a full description of the outing. Parents/carers are able to attend trips if necessary. All parents/carers suggestions will be taken in to account as well as any concerns.

- **Parents/Carers can find out about their child's development through parent/carer evenings that are pre-arranged.**
- **Parents/Carers can have informal talks with practitioners on arrival or collection times.**
- **Parents/Carers are able to arrange meetings with Practitioners, to discuss the child's development at more convenient times to them by booking in with their key person.**
- **The setting has displays based around the EYFS to enable Parents/carers to gain information about how their child should be developing.**
- **The setting assesses the children through observations and planning to monitor the progress the child is making. For the children with additional needs, TLP's will be used to help the child develop.**
- **Daily diary books, information boards, family time books, and display boards give opportunities for regular contact about things happening in the setting.**
- **Suggestion boards situated around nursery can be used by parents/carers to make suggestions about children's education.**
- **Regular questionnaires are sent out to parents/carers to allow the setting to closely monitor the parents/carers opinions and to ensure that the setting is meeting everyone's needs. Newsletters are sent out monthly to ensure that parents/carers are kept up to date.**

Transitions

On joining the setting a child is offered settling in sessions to help the child feel comfortable with new surroundings. Practitioners will have in depth conversations with parents/carers about the child's needs and interests. This allows the practitioners to plan activities for the child's next visit to help them settle in and thrive within the setting. For children that are leaving the setting to attend school, support is offered through role play, books and general talk with the child. Play sessions are offered between age groups to aid the transition process as well as a 'buddy system' to support the move. Transition reports are completed by the key person and sent to the school. School teachers visit the nursery and meet the children. Additional meetings can be made for children with additional needs. These meetings usually involve the settings SENCO, the parent/carer, the inclusion teacher and the teacher from the school. Additional information is sent to the school regarding the child's additional needs and any TLP's that have been used within the setting.

Staff Training

The proprietor is a qualified early year's teacher and the setting has one other staff member who is a qualified teacher. Most practitioners are qualified at Level 3 or above including the management team, except for one unqualified staff member who is willing to work towards qualifications. All staff have undertaken first aid, safeguarding children, food hygiene and CAF training. The setting has one apprentice.

The SENCO is qualified to Level 3 and has undertaken some basic training around SEND. The SENCO is trained to offer language sessions and to use a screening tool based around language and comprehension, to identify any needs with communication and language. The SENCO has also had training on ASD.

All practitioners have a keen knowledge of the EYFS. This allows them to identify when a child is not meeting developmental milestones. Due to the settings strong relationships with outside agencies, practitioners are always gaining new ideas and advice that develops their knowledge of SEND.

Some practitioners have a good understanding of SEND through their own life experiences and families.

The setting has been accredited the 'Step in to Quality' award.

Further Information

For further information please contact Kirsty McNulty, the Settings SENCO or Karli Booth, the manager.

For parents/carers of a child that already attends the setting, they can contact their allocated key person to discuss a matter that regards their child.

For parents/carers of a child who doesn't attend the setting, they can contact a member of the management team, this being Karli Booth, the manager or Tina Robinson, the deputy.

All room practitioners have a role in education of each child but it is the key person's role to ensure that progress is monitored and that planning and next steps are completed and successful.

On occasions where a parent/carer feels unhappy they can speak to the key person, the room leader or the management team.