



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Little Tinkers Day Nursery**

Setting Name and Address	Little Tinkers Day Nursery Laneside Avenue ACCRINGTON BB5 5AT		Telephone Number	01254 384144
			Website Address	www.little-tinkers.com
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	✓			
What age range of pupils does the setting cater for?	Little Tinkers Day Nursery currently caters for children aged 2-5 years.			
Name and contact details of your setting SENCO	Kelly Harrison 01254 384144			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Kelly Harrison Nursery Manager		
Contact telephone number	01254 384144	Email	littletinkersdaynursery@gmail.com

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			
Name	Kelly Harrison	Date	6 th November 2018

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

Little Tinkers is a Private Day Nursery situated in the area of Accrington. The nursery is open 51 weeks of the year, Monday to Friday from 7.30am – 6.00pm and is closed on Bank Holidays. The Nursery is registered for up to 43 children and we currently have 51 children on role. We are a very busy nursery and usually runs at our full capacity due to us being in high demand in the area. We are situated just off a main road on a small cul-de-sac. The nursery is situated very closely to the Accrington Victoria

Hospital and there are a number of schools in the area surrounding the nursery. The road that the nursery is on is very quiet as most of our residents are elderly people.

The nursery is a large Bungalow, there is no access to an upstairs, therefore there are no stairs within the nursery.

There are three main rooms to the nursery, there is 1 Two-Year-Old room and 2 Pre-school rooms. The Two-year-old room is registered for up to 12 2 year olds. The bottom 3 year old rooms is registered for 20 children and the 2nd Pre-School room is registered for 11 children from the ages of 3-5 years.

Within the nursery there are 10 members of staff, who are all qualified at Level 3 or above in Childcare and Education. 5 members of staff are based with the Pre-school children and 3 staff are based in the 2 year old room. All the staff are First Aid, Food Hygiene and Child Protection Trained and are long term serving members of staff. Our nursery cook is also Level 3 Childcare qualified and also has her Safeguarding Training and First Aid as she can help to cover in the rooms during staff lunch breaks.

There is also a small kitchen, large staff room, staff toilets, office and children's bathroom situated in the building.

Our staffing structure is as follows;

Nursery Proprietor/Manager who takes responsibility for the day to day running of the setting and is also the lead SENCO and Nominated Safeguarding Officer.

Second in charge, who may assume responsibility in the absence of the Nursery Manager is the nursery's Deputy Manager (Jenna) who also has her Level 2 Safeguarding Training.

X2 Senior Practitioners based in each room.

6X Early Years Workers

One person responsible for PICO (Parental Involvement Co-Ordinator)

One person responsible for Behaviour Management.

Accessibility and Inclusion

What the setting provides:

The nursery is based in a single storey bungalow with easy wheelchair access at all entrances and exits and fire exits. There are two car park spaces to the front of the nursery and the nursery is on a very quiet cul-de-sac so access to the nursery can be made very easily.

There are two accessible toilets in the nursery with adult and child facilities. All corridors and rooms have plenty of light and space to get through.

All displays for parental information are clear, precise and at an accessible height, mostly in large font. All policies and procedures are accessible from the office and can be made available in some other languages.

All children have access to outdoor facilities. Outdoor areas have different anti slip floor surfaces, with decorative aggregates in places. All indoor resources are child friendly heights. We have tables and chairs also at different heights. Our activities can be adapted for accessibility, such as using floor space/lap trays, floor trays and sand/water/messy active trays that are height adjustable and making the activities large-scale.

Outdoors

Our outdoor area is split into two sections. The back section is where the children have the space to run freely around and have activities for them to enhance their 7 areas of learning. The side section is where the mud kitchen is situated. This area is where the children can dig, plant flowers and basically get messy. The children have access to their wellies and outdoor clothing, as whatever the weather, the children play out.

Children who require walking frames and wheelchairs are able to access our outside area as the back doors are double and both open up to give the space large enough for wheel chair users.

Identification and Early Intervention

What we provide:

We use the EYFS (Early Years Foundation Stage) to track all children's progress. In order for us to identify any child who may have special educational needs, we assess and observe children in a variety of ways. We complete a 'Two Year Old Check' which is forwarded to the child's Health Visitor as a liaison document; along with summative assessments which are completed 3 times per year to give us an instant visual guidance of where the child may need increased input from their Key Worker.

All these assessments give us a clear indication of how the child is progressing and if we are concerned in anyway about a child, we will monitor their progress through increased observations and Targeted Learning Plans. In accordance with our SEN/inclusion policy, if there are still concerns, with parental consent we would approach the IDSS (Inclusion and Disability Support Service) with a formal request for guidance. Our staff may also seek advice from and work alongside outside agencies such as Speech and Language therapist, Physiotherapist, Educational Psychologists, Health Visitors and Social Workers etc., all to give us strategies of how to help the child, both whilst at Nursery and at home.

Parents may raise any concerns with us in a variety of ways – with their child's Key Worker at daily drop off or collection time, at Parents Evenings, at workshops such as behaviour management etc, or with the Nursery Manager. Concerns can be raised initially on an informal basis, progressing to any outside requests for guidance to be made always with parental consent, and are supported by evidence from observations, Targeted Learning Plans and monitoring alongside the child's parents in their home setting. Any meetings or discussions regarding the child's welfare will include a necessary outside agencies and the child's parents. This will lead us in the direction of which pathway the setting and parents need to progress upon.

Teaching and Learning Part 1 – Practitioners and Practice

Our SEN Policy is available to view at all times. It outlines the values and goals of our setting and the responsibility for the suitability of the policy lies with the manager and all staff to ensure it is a viable working document, that is constantly reviewed and is produced in conjunction with parents. Our Early Years Workers are highly trained and provide children with quality interactions, activities and opportunities to learn and develop, always with reference to the EYFS. Our practitioners are well trained and know with their Key children if any early intervention is needed for them. The staff know their Key children well and understand when to allow them to learn through play, and when to share any concerns they may have. Every child is monitored and tracked through the EYFS, starting with the baseline assessments which will be completed on joining the setting and if a child causes us concern a discussion will take place with parents explaining that we wish to open a request for guidance with IDSS. At this stage we will use an 'early support tracker' to identify and help us guide the child to reach their full potential. We will use graduated differentiated support depending on the child's needs, taking advice from outside agencies, and the lead from the child itself. The layout and organisation of the setting offers children, whatever their needs, to access all provision which is age appropriate, and can be enhanced to aid development as necessary.

Wherever possible, we would match a Key Worker if they had relevant training or experience to a child, if we knew they had previously cared for or been trained alongside any child with similar disabilities.

Children who have identified additional needs, will be supported closely by their Key Worker, our SENCO and any relevant information will be shared with the Manager. The Key Worker will take the lead in liaising with all other Early Years Workers within the setting and outside agencies. The Nursery Manager will have access to all documents and reports concerning any child. If concerns are raised regarding a child we will introduce Provision Mapping which will show parents the whole range of inclusive resources and staff expertise available in our setting. Our "Wave" monitoring system which will be completed by the child's Key Worker, and overseen by the SENCO and Nursery Manager in three monthly supervision meetings with Early Years Workers. The wave system will be informed by the child's Targeted Learning Plan which will enable us to access targeted support for the child and will be completed by the Key Worker.

All visits and reports are shared with parents to enable the planned strategies and goals to be met between ourselves and the child's home. This will be done via sharing any reports amongst the relevant people such as the child's Key Worker, who will know the child the best in the setting, our SENCO who will have the most knowledge around Special Educational Needs and Disabilities and our PICO and the Nursery Manager. Implementing any strategies will be led by us and always shared with parents. We regularly offer to all parents, 'stay and play' sessions which can be 'themed'. We can seek out any relevant training courses for our workers via Lancashire County Council and other training agencies and seek advice from Children's Centres for help for parents. We regularly seek the opinions of our children, not only by observing them which informs our planning, but by 'Talking Boxes' which use resources to prompt the children to discuss various themes and topics, circle time, children's questionnaire's and by listening to their voices at all times.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

If we request Additional Inclusion Support, the additional funding could be used to access resources or additional funding for support staff as necessary. We are also mindful of each Key Worker having responsibility for a number of children, and as such we will strive to ensure the other children in the key group will not be affected by the Key Worker having to spend large amounts of time away from their key group.

As a setting we share resources across all our rooms that are age appropriate for the individual child, & consider ourselves to be a well-resourced setting. We have access to cover staff should a child's Key Worker be required to attend meetings, conferences etc, which can also be held in our Staff Room on site. We have an excellent relationship with our inclusion teacher from IDSS and can access the knowledge of their team with ease, along with access to other professionals such as from Children's centres & other Health Care Professionals.

All Nursery Practitioners are trained to a minimum Level 3; we also have 1 practitioner who trained up to Level 6. We are a busy setting & are able to source extra cover staff, in some circumstances to enable targeted support for the child within a group setting with a child where necessary via funding allocated to us. This additional funding is allocated to us on a termly basis via LCC, and is limited. • When planning outings, we seek parental permission as good practice. Parents may attend our outings if they wish, or if we think it is necessary for the wellbeing of the child. We always exceed staff: children ratio's, and can use support staff & setting staff as necessary, if funding allows. Prior to the visit, our staff would carry out a risk assessment; we would discuss with the children where we are going & what will be taking place, using various prompts, such as visual timetables if necessary. Any dietary requirements will be adhered to. The setting has various 'buggies' if needed to transport the children.

Reviews

We speak to parents/carers on a daily visit at drop-off & collection times; we use 'daily sheets' for our 2-3 year old children, to inform parents in more detail about the child's day; Learning Journeys are always available for parent & children to access; we complete formal checks at two years old which are shared with the child's Health Visitor & parents; we use 'trackers' to inform our planning which show our practitioner what stage of progress would be typical for a child at any given age. Key Workers are available daily & can easily plan a meeting to discuss on a more formal basis, any issues.

We inform parents/carers of what we have been doing in the setting by displays in the children's rooms & in our main corridor which includes a parents notice board giving information on, eg menu's. Each room has a 'Home Bear' which accompanies the child home at weekends & returns to Nursery with his diary from the weekend.

We offer parents to sit down formally to review their child's progress at formal Parents evenings which are held twice yearly. Our PICO regularly liaises with parents offering experiences to seek opinions, both on an informal basis (eg stay & play sessions, workshops etc) and on a formal basis (questionnaires etc) to seek opinions which then inform how we offer experiences to our children.

As a setting we have a clear focus & vision of where we are currently, and where we intend to go next, both as a whole, and for each child individually, we understand the outcomes we need to achieve & set these as attainable outcomes, and understand the methods & strategies we need to use to gain the outcomes. We also understand that we do not have to wait for formal review times & that concerns can be raised at any time, both by our practitioners & by parents/carers.

Transitions

We offer settling-in sessions to a parent & child before any child starts with us which enable us to start the journey of the Key Worker, child & parent/carer getting to know each other & understand the needs & likes & dislikes of each individual child. We use our settings 'all about me' by means of the parents sharing information with us about the child. We can carry out home visits if necessary. If a child attends a setting as well as ours, we use communication books to travel between the settings to inform each other what we have been doing, and why. We use Transition Documents between rooms & at a time when the children are leaving us to attend school, or if they leave us to attend an alternative setting, offering access to any relevant action plans or TLP's that may share more in depth information about the child's stage of development & any necessary strategies. We liaise with schools, either by visiting them or inviting the school to visit us. We use a book with photographs of the schools the children will be attending, detailing things they will access such as uniforms, teachers etc. We change the use of our role play area's to become 'schools' or school shops etc.

Staff Training

As stated previously, all our practitioners are qualified to a minimum Level 3 (12) with 1 having a Level 4 qualification and 1 having a Level 6. We have a SENCO trained staff member, who regularly attend training & updates which are then cascaded back to all practitioners.

At staff meetings, practitioners revisit various recent training to enable the training to remain 'fresh' – one of which being any SENCO training. Our Nursery Manager attends all managers cluster meetings which are an invaluable source of recent changes & updated information. The Nursery manager is trained to Level 6. All our practitioners have CAF (Common Assessment Framework) training. All our staff are First Aid Trained and Child Protection Trained.

Further Information

For further information, the Nursery Manager can be contacted for any new enquiries, who will then direct enquiries to the relevant practitioners. Existing parents should always discuss any requests or issues with their child's key worker, who will then identify any other specialist staff or outside agencies that may be required for further skilled advice.

Our setting has an 'open door' policy whereby new parents can be invited to view our setting at any times between 10am-12pm and 2pm-4pm. Existing parents can speak to the child's Key Worker and the Nursery manager, or person in charge at the time. We have a 'staff room' that is available for confidential meetings;

At drop-off & collection times – if the staffing ratio allows – there may be the opportunity for a Discussion away from the children, if ratio's do not allow, an appointment can always be made

to allow us time to allocate cover staff. Our Key Workers operate a 'buddy system' whereby each Key Worker has another practitioner who knows their children in detail, should the original Key Worker not be available due to staff shifts or holidays/sickness etc.