



SEN and Disability
Local Offer: Early Years Settings
The Little Village Nursery

Setting Name and Address	The Little Village Nursery, 41 Woodlands Road, Ansdell, FY8 4ER		Telephone Number	01253 732416
			Website Address	www.thelittlevillagenursery.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes		
	X			
What age range of pupils does the setting cater for?	0-8 years			
Name and contact details of your setting SENCO	Mrs Holly Quine – 01253 732416			

Name of Person/Job Title	Jade Mulligan Nursery Manager		
Contact telephone number	01253 732416	Email	littlevillagenursery@outlook.com

Please give the URL for the direct link to your Local Offer	http://thelittlevillagenursery.com/wp-content/uploads/2016/07/SEN-Local-OFFER-Report.pdf		
Name	Jade Mulligan	Date	31.01.2019

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

The setting is a full day care setting. Places are available for children from the age of 0-8 years. The setting is open Monday to Friday, 7.30am – 5.45pm, 51 weeks of the year. The setting is registered to take 12 children under 2 years, 38 children aged 2-8 years.

The setting is organised into groups by age. There is a baby room for children aged 0-2 years, one toddler room for the children aged 2-3 and a separate room upstairs for the children aged 3-5.

We operate on a keyworker system which ensures support to all children and their needs, keyworkers monitor the children's development and offer support dependent on their needs.

The Nursery Manager is Jade Mulligan a qualified early years teacher, the Deputy Manager is Charlotte Potts level 3 qualified. There are 11 other practitioners one of which is an early year's teacher who works directly with the pre-school children. There is also a SENCO and training manager on staff, 2 cover staff and a volunteer.

Accessibility and Inclusion

The building:

The setting is housed in a purpose-built double story building. The building is wheelchair accessible from most entrances/exits. There are 7 accessible parking spaces at the front/rear of the building. The building is accessed via a double gated path to the main door.

There is 1 accessible toilet in the building and 3 other child level toilets. These are child facilities and can be used by all children.

There is a small storage area for buggies and car seats. Although space is limited, this area is also used to store specialist equipment such as standing frames when they are not in use.

With the exception of the baby room, all the doors have viewing panes at the top, all storage cupboard doors are solid.

There is a parent's information board in the main entrance area as well as each other age phase room. These contain information about activities and events in the local area such as at the local library and children's centres.

The rooms:

The 0-2 room has low rounded tables and chairs, there are numerous rugs and soft areas with cushions, baby bouncers and 'Bumbo' seats. There are 6 cots in the adjoining open plan sleep room as well as 2 low level sleeping beds older children nearing two years old are encouraged to join the toddler sleeping area in the 2-3's room. This helps ease transitions when the time comes making it gradual for the children.

For meals high chairs are available for under 1's and where required 1-2's. All resources are age appropriate including toys which light up and make sounds. A cosy sensory area on the floor is accessible to all children which includes various treasure baskets that have been put together by the baby room practitioners following training to ensure appropriate enhancements of the area.

The 2-3's room also consists of a number of low level rounded plastic tables and chairs. The water and sand trays are at a fixed appropriate height. There are art, drawing, malleable, construction, role play, reading, interest, fine motor, den, small world, ICT and cosy areas accessible for the children at all times. Resources are organised in area of provision. In each area labels and pictures are provided on the walls to enhance play and support any children with speech difficulties. All toys and resources are age appropriate though any additional toys/resources can be borrowed from other age phase rooms if they are more appropriate for children's needs or development.

There is also a separate sleep and rest room for the 2-3 year olds.

The 3+ room is located upstairs and is full equipped in 2019 with brand new resources from Early Excellence. This includes resources for each area of development much the same as the 2-3 room however they are designed to engage the older child. All resources are age appropriate and made of natural resources as to not overstimulate the children. All children are always challenged and developed when engaging with the resources in their age appropriate rooms. This is reviewed regularly by the manager who oversees the resource suitability.

The Outdoors:

The outdoor environment consists of artificial grass and concrete for all older children to use and some babies dependent on their physical capabilities, in this area is a small wooden climbing frame and mud pit. There is a large decked area with a sunken sand pit, the sandpit is clearly marked out and visible. Higher level sand and water trays are available for children who are unable to access the sunken sand pit.

The concrete area is suitable for children who use walking frames or wheelchairs. The path from the decked area is uneven and contains different patterns eg. pebbles and handprints although the surrounding area which can also be used to reach the concreted area is mainly flat.

Resources are taken outside each day and rotated to ensure the children are fully engaged.

Identification and Early Intervention

What the setting provides

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, observations and comments from parents/family and friends, tracking information and their progress across the areas of learning and development within the EYFS. Each parent is informed about the EYFS and their child's learning journey, what is in the file and how the parent can contribute to them. Induction Assessments are completed by the child's key person on entry to the setting.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they like. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents every 3-6 months to look at the learning journey and discuss progress or any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentiality than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person, they can ask them and the key person will liaise with the supervisor or manager to make arrangements to be able to be released from the group at a convenient time.

In addition to the child's learning journey we also undertake the 2 year progress check. This is a requirement of the EYFS and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggests that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.
- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

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 online www.thelittlevillagenursery.co.uk

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intervention (wave three). You can see our provision mapping in setting or online:

We use provision mapping to identify ways in which children can be supported.

What the setting provides

The setting works within the framework of the EYFS. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

In the 2-3 age phase the prime areas remain significant but there is an emergence on the specific areas of development and learning.

In the 3-4 age phase the prime areas continue to be focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Activities and provision are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. In our setting we have one to one discussions when their child moves age phases. These discussions introduce parents to the EYFS and ideas for ways in which they are able to support, encourage and develop their child's learning at home. We have activity ideas and resources that parents can loan and practitioners are able to talk to parents about these and offer ideas and advice should they want it. Parent information boards also display information about elements of early learning development and how this can be supported at home. Parents are able to speak to their child's key person at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other.



What the setting provides

Each age phase is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs.

Where children require access to resources that are significantly different to the resources available within their age phase, we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting, we endeavour to access these from loan facilities or by purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others, but they are supported by the SENCO and their supervisor/manager. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

In our setting we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

What the setting provides

All our parents and carers are given a warm welcome into our setting. We work with and value each individual family and their views and thrive on the support given to us by those families through our parents meetings, stay and play sessions and the warm close relationships we have with our parents/carers and their families.

We are committed to providing a caring, secure, stimulating and welcoming environment where the children can develop socially, emotionally and intellectually, in preparation for entry to the foundation class of any school. Within our setting we aim to offer good opportunities for open communication between parents and staff. All staff attempt to chat with parents informally during pick up and drop off times. We welcome parents into the setting at any time, however if they wish to speak on a more formal basis they can make an appointment with any member of staff. We have an 'open door' policy.

Children's progress is tracked regularly using the Development Matters and the Statutory Guidance for the EYFS. Their progress is shared with parents during parent's evenings and our Tapestry app (daily) next steps are discussed. Parents are also encouraged to discuss their child's progress with their key person at any time.

Transitions

What the setting provides

Before children start attending our setting we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time in the age phase room they will be joining. We have a settling-in policy which is shared with parents when they register their child with us.

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child.

Key persons are allocated prior to the child starting nursery, and are introduced to the families at the play visit and also at the parent's evening. This way the parents will have a familiar face and a point of contact prior to their child starting. The key person will talk to parents about their child's needs and preferences and endeavour to meet these needs as best they can. We have a settling in policy which is available for all parents to read.

For any child joining us with additional or special educational needs home/setting visits are offered and extra meetings are provided with parents and any outside agencies who are involved with the care of the child, to ensure provision for the child's well-being is appropriate. Action plans are used to support the staff within the setting, when a child has known needs that may require more significant planning.

We have a comprehensive transition policy and procedure which we follow when children leave nursery to attend a different setting or move on to school. This policy is available for all parents to read. The setting also considers additional factors that are of importance when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

We have an open door policy and parents are able to drop into the setting at any time. They are also able to contact us by phone if they would like to chat to any of the staff.

Staff Training

What the setting provides

All practitioners in our setting are qualified to level 2 & 3 or above or working towards higher qualifications. The nursery manager is qualified to level 6 and is an Early Years Teacher. We value opportunities to support staff's further development and they are encouraged to seek and are provided with opportunities for this.

Within our setting we have staff who have completed the following training courses:

Paediatric First Aid
Safeguarding Children Level 1
Level 2 for Safeguarding Nominated Officers
Food Hygiene
Dealing with Autism

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide variety of courses as well as the settings own resources and books. We also make use of the local authorities Children First website to access information and e-learning modules such as CAF/CON training.

Further Information

What the setting provides

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery or can be accessed on our website. The manager is reachable by telephone and email at all times.

What the setting provides The Nursery manager is available throughout the day for any parent wishing to discuss any issues, and the deputy is available in her absence. Any member of staff can be contacted via telephone will return the call if they aren't immediately available.

We operate an open-door policy and parents are welcome to drop into the setting. Appointments can be made if a parent wishes to speak to a particular member of staff or to discuss a particular concern, and we endeavour to share as much information about the child's day at pick up and drop off times as possible. As a setting we have a procedure for dealing with complaints. This is available to parents within the nursery.