



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Pipers Day Nursery**

Setting Name and Address	Pipers Day Nursery 11 Southport Road Chorley PR7 1LB		Telephone Number	01257 271924
			Website Address	www.ellanday-nurseries.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the setting cater for?	3 months to 5 years.			
Name and contact details of your setting SENCO	Michelle Hannah 01257 271924 Michelle.Hannah@ellanday-nurseries.co.uk			

Name of Person/Job Title	Maddie Kelly Nursery Manager Michelle Hannah Deputy Manager		
Contact telephone number	01257 271924	Email	Maddie.Kelly@ellanday-nurseries.co.uk Michelle.Hannah@ellanday-nurseries.co.uk

The Setting

- Pipers Day Nursery is a Private full day care Nursery registered to take children from 3 months to 5 years of age. The nursery is open from 7.30 – 6 pm Monday to Friday, 51 weeks per year.
- The nursery is situated in a former Victorian House and there are three childcare rooms situated over a ground and first floor.
- The rooms are divided into 3 age groups. 0-2 years, 2-3 years and 3 years + However children move through the rooms with development rather than age.
- The nursery has a manager and deputy manager who are both supernumerary and available to support nursery practitioners. Each room has a room leader who manages the team in their room. Key practitioners are in place to support children and their families including a SENCO, Assisting SENCO, Room Liaison SENCO'S and nominated behaviour management practitioner.

What the setting provides.

- A dedicated, long standing experienced team of early year's practitioners.
- Practitioners who are highly qualified and regularly updated through training.
- All practitioners hold an up to date paediatric first aid certificate.

Accessibility and Inclusion

- The nursery is situated over 2 floors. However, if ever needed, we could relocate the 3 year old room downstairs for a fixed period if a child was unable to manage the stairs. This would involve a younger room (2 yrs.) moving upstairs.
- With the use of a ramp entering the building would be possible, and all the downstairs provision would be accessible. Toilet facilities on the ground floor are all accessible. Parking facilities are at the rear of the building on the roadside so are accessible. The setting has good natural lighting.
- All information including displays, policies and procedures etc. are accessible. Communications can be in the form of email or voicemail where requested. Translation of information into different languages, if necessary, would be put in place to ensure it is understood. The provision itself is readily accessible to all children, storage units are of child height, resources are chosen by children, and they are encouraged to return resources after they have used them. Now and Next Boards and Communication Boards are used for children with additional needs to ensure they are aware of any upcoming transitions and how the day will progress.

What the setting provides:

- A warm welcoming environment both indoors and outdoors that will be as flexible as physically possible to ensure everyone has access and feels included.
- A team of dedicated long standing early year's professionals who are committed to equal opportunities and inclusion.
- If further equipment or resources were necessary, then these would be purchased.

Identification and Early Intervention

- As a setting we observe children continually as part of everyday routine. Experienced practitioners share any concerns with the SENCO and have monthly supervisions to discuss children's development. Practitioners have key groups of children and this key person has regular communication with parents/guardians to ensure they build an effective trusting relationship where parents feel they can talk to them about any concerns.
- Staff monitor children's progress through the observations, providing next step activities and experiences and by completing 'I Can trackers' where each child's strengths are highlighted and areas of support are flagged. This ensures each child has activities planned for them appropriate to their stage of development as they start nursery. 2 year old children also have a progress check with parents and key person.

If a child is thought to have an SEN need, then the SENCO would intervene initially, carrying out further observations and where necessary individual targeted learning plans. If additional support was needed, then the early year's inclusion teacher would be invited in for a professional meeting with parents. This process is outlined in our Special Educational Needs and inclusion policy.

- Decisions regarding further intervention are made as a team including parents, key person, SENCO and inclusion teacher. Regular communications would take place as outlined in our policies.

If a child was felt to have an additional need based on parent and/or nursery observation, then this would be escalated appropriately. Wherever possible all parties would be involved in the decision-making process following the SEN Code of Practice.

What the setting provides

- A thorough tracking and assessment system is in place which supports every opportunity for early identification of any additional need.
- Experienced practitioners who are highly skilled in supporting children's individual needs.
- A Special Educational Needs and inclusion policy which embraces all children.

Teaching and Learning Part 1 – Practitioners and Practice

- Teaching and learning are developed through the Early Years Foundation Stage which guides and supports practitioners on implementing statutory requirements. This includes:-
 1. The statutory framework that involves ensuring high quality and consistency, creating a secure foundation, how we work in partnerships both with parents and other professionals, and equality of opportunity for all children.
 2. Development matters – which is the learning framework covering areas of learning and development and the characteristics of effective learning.

Children's progress is developed by the key person who will follow the child's next steps and use 'in the moment planning' to ensure each child's individual needs, interests and abilities are catered for.

We also complete Progress Checks for each child termly; hold Parents Evenings and have Parent Workshops to ensure each child receives the same opportunities and life experiences in our care. The physical space is divided into areas of provision to support learning 'continuous provision'; however, these areas are flexible to suit children's individual needs through enhancements.

- By having 'continuous provision' available to all children and practitioners who are experienced in supporting children's learning, it ensures all children's individual needs are met. The Key Person role is a close link to a child's family and builds a genuine trusting relationship to promote openness and clear communication. This supports a child if an additional need is identified. In addition to this there are two SENCO'S to support practitioners where needed. The setting also has a provision map which helps identify any children that may need support in 'catching up' and those who have been identified as having a 'special need'. How to support these children is also identified through 'Targeted Learning Plans' and through following the Graduated Approach and instigating Early Help Assessments where needed with Parental consent.
- Parents are encouraged in supporting their children's learning through regular communication, parents' meetings, and two-year checks. If additional support is needed for parents, then the SENCO would become more involved with the parent and point out sources of support, i.e. local family hub, inclusion teacher health visitor, etc.;
- Children express their views through having the option to play in areas they are interested in and self-select resources as they are all easily accessible. Children are explained to that they can play with what they prefer and practitioner support is at hand where necessary.

What the setting provides

- A rich and stimulating physical environment enhanced with exciting resources to ignite children's interest and therefore learning.
- A good balance of child and adult led activities to facilitate and extend children's learning.
- A strong and experienced team of professionals who are committed towards inclusion and meeting everyone's needs.

Teaching and Learning Part 2 - Provision & Resources

- The settings resources are age/developmentally appropriate to meet all children's needs. Further enhancement resources are available if a child has delayed development or a special educational need. If further resources were needed, then these would be purchased immediately to support a child. There are visual 'helpers' around the nursery to support children with getting to know the environment and follow routines. Both the manager and deputy manager are supernumerary so additional and experienced staffing resources are available as and when needed. This also supports the key person in being able to attend meetings etc.; linked to individual children.
- As a setting we work closely in partnership with our local family hub where lots of additional support is available for parents. We signpost parent if we feel they can ever be of any help. We also have a notice board showing what support is available at the hub. We also work closely with health visitors, speech and language therapists and the local inclusion teacher to support individual children.
- All children are included in outings, full risk assessments are carried out, and these would include a child's individual needs if they were different from the main group of children. We would liaise with parents and encourage them to come along on an outing if they preferred.

What the setting provides

- Equal opportunities for all children to participate in all activities.
- Flexibility with staffing where appropriate, to ensure any additional support needed is provided.
- Funding for any further resources or equipment as needed.

Reviews

- We keep parents informed on what their child has been doing each time they attend nursery. This communication is verbal but the younger children also have a daily care diary to record important items in addition to this such as mealtimes, bottles, amount eaten and what has been eaten, nappy change times etc, available by the Tapestry App if they so wish. We celebrate children's progress with parents and encourage them to do the same from home. We have regular parents' meetings to discuss progress on a 1:1 basis. Practitioners focus on children's emotional well-being as well as their learning and development. Individual children's progress is treated in confidence and only shared with relevant people. If a child had additional needs, then as a setting we would be involved with the 'Team around the Family' meetings to ensure our information was also shared.
- Parental involvement is crucial to each child, and we do all we can to encourage parents to embrace this ethos.

What the setting provides

- Good, clear communication encouraging partnership working between nursery and home.
- Strong links with external agencies to ensure the child and their family are supported.
- Utilise the roles of the Special Educational Needs Coordinator (SENCO), Parents Information Coordinator (PICO), and pull on other experienced practitioners' skills if and when needed.

Transitions

- When a parent first registers their child at nursery we arrange some 'settling in' visits. As many of these visits a parent feels their child needs take place before they start. Parents are encouraged to stay the first visit, to spend time getting to know the keyworker and the practitioners within their child's room. This is the same process if a child transfers from another setting and when a child moves between rooms within the setting.
- If a child moves from our setting to another setting, then we would share a Transition Document showing exactly where developmentally the child is up to. This would be given to the parent to take with the child.
- If any additional need has been identified or action plans in place, then these would be forwarded also.
- If a child attends two settings, then we would use a Communication Book to share updates, progress and next steps to ensure continuity of care for the child.

What the setting provides

- A tried and tested transition policy which works to support children and their families during any transition phase of their care and education.
- Experienced pre-school practitioners who meet with primary school teachers, in our setting, before a child has the transition to school from nursery.

Staff Training

- All staff receive training linked to SEND as part of obtaining their early years practitioner qualification. This is enhanced with any training as it becomes available.
- There are 17 full and part-time early years' practitioners working directly with the children. Of these, 2 are level 4, 11 are level 3, and 4 are level 2 and 2 are working towards level 3, the Manager is currently undertaking their Level 5 training, and the Deputy is working towards their master's degree in education. All practitioners are encouraged to progress professionally and supported throughout their training.
- All group leaders have a level 3 qualifications.
- Currently one practitioner from each childcare room is taking additional responsibility for SEND and will access training. We are building a team of SEND practitioners to ensure we are well resourced.
- Practitioners have different experience with children with SEND. The SENCO worked in this area prior to her role so has a good knowledge base. Training is accessed when it arises to refresh practitioners and in house training and discussions take place on a regular basis, particularly if a child registers to start attending the setting that has an additional need. We have room liaison meetings to ensure all staff are up to date and secure in their knowledge.
- We are currently using the Wellcomm screening toolkit to support children's early communication development and use this for implementing intervention activities when needed.

What the setting provides

- Practitioners with the opportunities to access further training and support.
- Continual Professional development is important and monitored through the appraisal and supervision system.
- We are committed to continually improve the service we offer and have recently participated in the Researchful Practice Award and The Curiosity Approach Accreditation.

Further Information

- The nursery manager/SENCO can be contacted for any further information.
- Each child's key person has a lead role in their education and would be involved in meetings with other professionals and parents.
- Any concerns parents may have can be discussed with the SENCO and/or key person or any member of management. If a parent wished to speak to another professional, then a contact would be sought.
- As a setting we operate an open-door policy, parents are made to feel welcome at any time and opportunities to have discussions are always made. These generally take place when a child is dropped off or collected. If a parent wanted a more private meeting, then an appointment can be made to have a discussion away from the childcare room at a convenient time to themselves.
- Communication is essential in aiding the smooth running of the nursery and all means of communication are welcome, all rooms have their own emails, access to the telephone, and both verbal and written communication methods.

What the setting provides

- A strong commitment to good, clear communication with parents, carers, and other professionals.
- An open-door policy for parents to call in at any time during the day knowing there will be someone available to spend time with them.
- A highly qualified team of early year's professionals who are committed to children and their families.
- All staff are trained in safeguarding children and paediatric first aid.