



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Little Manor Day Nursery

The Setting

Little Manor Day Nursery
90 Railway Road
Adlington
PR6 9RB
01257 834444

Webpage: www.manordaynurseries.co.uk
Email – enquiries@littlemanordaynursery.co.uk

Little Manor Day Nursery is a private day nursery in the heart of Adlington and can take up to 48 children each day from 0 -5 years. The nursery is divided into 3 rooms.

Babies - Bunnies room (0-2yrs) which caters for 12 children

Toddlers - Hedgehogs room (2-3yrs) which caters for 12 children

Pre-School - Woodpeckers room (3-4yrs) which caters for 24 children.

The Little Manor Management Team

The nursery is owned by Laura Ward and Annemarie Capper. The nursery manager is Karen Lane supported by the Deputy Manager and **SENCO for the setting Elizabeth Gallagher**. Collectively, management have over 20 years of experience working with children with a variety of SEN, including visual impairment and both have attended courses on behavioural management. The owners and manager are responsible for monitoring the quality of provision and have overall responsibility for the setting.

What the setting provides

We take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

We provide a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances and the nursery's ability to provide the necessary standard of care.

We make adjustments for children with special educational needs and disabilities and strive to

promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families.

The setting provides a secure environment in which all our children can flourish, and all contributions are valued.

We include and value the contribution of all families to our understanding of equality, inclusion and diversity providing positive non-stereotypical information. We continually improve our knowledge and understanding of issues of equality, inclusion and diversity.

We regularly review, monitor and evaluate the effectiveness of inclusive practices to ensure that it promotes and values diversity.

We make inclusion a thread that runs throughout the entirety of the nursery, by all the practitioners being and encouraging positive role models through the use of toys, imaginary play and activities. We promote non-stereotypical images, languages and challenge all discriminatory behaviour.

We encourage children to have self believe and courage and we ensure that all children have an equal access to play and learn. Here at nursery we acknowledge and celebrate a wide range of religions, beliefs and festivals.

We are continuously supporting children who have English as a second language and we always make sure that they have full access to early learning opportunities and are supported in their learning.

Accessibility and Inclusion

At Little Manor we have 1 entrance for children, staff and families. There is a door at the rear of the nursery, but this is used solely for the children to access the outdoors.

We have a large parking area and there is disabled parking.

Visual and Auditory Environment

The rooms in the nursery consist of both carpet and non-slip flooring. We regularly review equipment to ensure safety in and outdoors.

The nursery always try to accommodate children's needs as they arise, the rooms are organised appropriately to meet the children's individual needs of stages and development.

Good housekeeping ensures that pathways and corridors are kept un cluttered. Adequate lighting across the whole of the nursery ensures that every area is accessible and safe for children and adults with visual impairment.

Access to information

We offer a fully inclusive approach to the organisation of every room. Labels are used throughout the nursery to make access easier and where applicable in children's home language. Newsletters and correspondence are available in different font sizes on request.

Families and children from all age ranges and of different cultures and backgrounds are always welcome and there is appropriate support to assist with language and other communication barriers. Staff are always on hand to support our parents and their families with communication and language needs. We continuously embrace and celebrate children's languages and cultures as a part of the early year's foundation stage curriculum.

Access to provision

At Little Manor we encourage independence from an early age and every aspect of the nursery, both inside and out, allows for this to happen.

Furniture in the nursery is age appropriate, however if a child has needs the nursery will always try to accommodate this. We have an open-door policy. Parents and careers are warmly welcomed to discuss matters with staff.

The nursery has access plans which are reviewed annually, and personal access plans are developed for children who need them.

Identification and Early Intervention

We use the early years foundation stage (EYFS) to track all children's progress in order for us to identify any children who may have special educational needs. We observe and assess children in many different ways.

We complete a "2-year-old check" which all parents are involved in and which is then forwarded on to the child's health visitor as a liaison document. We also carry out summary assessments which are carried out termly.

All of these assessments give the nursery a clear indication of how the children are progressing. Should we have any concerns we will then monitor the child's progress through increased observations and targeted learning plans. In accordance with our SEN/inclusion policy, if there are still concerns, we will then seek parents' consent in order to approach the SEND inclusion teacher for a formal request for guidance. Our staff regularly have contact with outside agencies such as speech and language therapists, physiotherapists, educational therapists, health visitors, social workers etc. all of which give us strategies on how to help at home and within the nursery.

If parents have any concerns about their child, they can communicate their concerns in different ways. This can be via their child's key person on daily drop offs and pick ups, at our parents' evenings, workshops etc. The nursery managers also adopt an open-door policy should any parent wish to discuss any concerns with them.

Any initial concerns would be dealt with on an informal basis during which staff and parents would talk through the next steps in helping the child. Should the need arise; the nursery can make a formal request for guidance to bring in outside agencies to help with any concerns. This will only happen with the parent's consent and the support of observations, targeted learning plans & monitoring alongside the child's parents in their home. Any meeting regarding the child's welfare would include the necessary agencies, who in turn can offer direction and support to both parents and staff alike. This can include Strategies that can be used both at nursery and at home.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

Our Special Educational Needs (SEN) policy is available to view at any time the parent's wish. The policy outlines the values and goals of the nursery and our responsibility for the suitability of this policy lies with the managers and staff. To ensure that this document is a viable working document, we review the document on a regular basis.

All our staff are highly trained and provide all of our children with the best interaction, activities and opportunities to learn and develop. These are tailored by the child's key person to suit their individual needs and are always in line with the EYFS.

In our nursery each child will be assigned a key person. Every child in our nursery is closely monitored and tracked through the EYFS and on starting the nursery the child's key person will conduct a baseline assessment with the parent's contributions. If any concerns are raised, the nursery will seek advice from the SEND inclusion teacher, but this will only be done with the parent's consent. At this stage the key person will use an 'early support tracker' to help us, as practitioners, to identify and support the child to reach their full potential.

We will use graduated differentiated support depending on the needs of the child, taking advice from outside professionals and we take lead from the child. When matching a child to a key person we will endeavour to seek the correct match for the individual child, ensuring the practitioner has had the correct training and experience to care for that individual child. If this cannot happen for whatever reason we will seek training to support the child.

For children that have identified additional needs, they will be supported closely by their key person and our nursery SENCO's and any relevant information will also be shared with the room leader. The child's key person will have the lead on liaising with practitioners and outside agencies.

Only the nursery owners and manager will have access to the documents and reports concerning any child. Such documents are kept in a locked filing cabinet in the office that only owners / manager have the keys for.

If we have any concerns regarding a child in our care, we will first introduce a provision map which will help to show parents the whole range of inclusive resources and staff experience that is available in our nursery. We also have a "continuum of need wave" monitoring system which is completed by the child's key person and overseen by the nurseries SENCO's in a termly supervision meeting with the nursery practitioner's. The "continuum of need wave" system will be used by the child's key worker to complete the "individual targeted learning plan" for the individual child.

All outside agency reports are shared with parents to ensure the planned strategies and goals are the same between home and nursery. Every report will also be given to the child's key person as they are the ones who know the child the best. This includes the SENCO's and nursery managers. Any new strategies will often be led by us and always shared with parents. We can seek relevant training courses for our practitioners and sometimes parents via LCC and other training agencies.

We seek the opinions of all our children. We do this by observing which helps to inform our planning. Sometimes we can use different resources to prompt discussion. We always listen to the child's voice and make children feel valued and listened to.

Teaching and Learning Part 2 - Provision & Resources

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, support services 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 age phase leader. 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 adjustments to provide this. We look to provide additional support, flexibly, using supernumerary staff as and when appropriate.

In our setting we like to plan trips and outings and 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 adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

As a setting we access funding as required via the use of our AEN money which is allocated to our setting as part of the free early entitlement funding. This is determined by the keyworker, SENCO's and nursery managers. If we request additional inclusion support, the additional funding can be accessed for resources or additional funding for support staff if necessary.

Transitions

What the setting provides

Before children start attending our setting we encourage parents to bring them for visits. 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. The managers will talk to parents

about their child's preferences for a settling in period and endeavour to meet these needs as best we can.

We have a comprehensive transition policy and procedure which we follow when children are ready to move age phases, including leaving nursery to attend a different setting or moving on to school. This is available to parents within our setting. The policy and procedure includes additional factors that may need to be considered 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 more than welcome to contact us by phone if they would like to check in on their child.

Staff Training

What the setting provides

Our staff are all early years trained and have a range of qualifications from Level 2 through to BA honours with QTS.

We have a regular program of supervision, appraisals and termly CPDS 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 library of resources and books. These are also available for parents to borrow. We also make use of the local authorities CYP website to access information and e-learning modules such as CAF 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.

We have nursery practitioners that are very skilled working with children with SEN and disabilities that have gained these skills by working with children in our setting that have additional needs.

We also have knowledge and experience of requesting and providing evidence for an Education Health Care Plan to assist children in accessing the appropriate setting / school to best suit their needs.

We have an open door policy and if parents wish to raise concerns then they can do so at any time. Parents can discuss any matters with their child's key person either face to face or by phone. Should they wish, they can also speak to any other member of staff or management.