

# The Local Offer

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Name of Setting: Harlequins Private Day Nursery

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Name of person to contact: Sammi Parsons, Amanda Loomes, Kelly Mclellan

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## *My child has SEND. I would like to look around. What do I need to do?*

At Harlequins Day Nursery we welcome any parent/carer along with their child/children to come and have a look around our setting. You do not need an appointment to come and view our setting you can pop by or you can if you would prefer ring to make arrangements to visit. On arrival you will be greeted by a member of our management team, then shown around our setting, you will be shown different things such as journals, food menu's and any other relevant paperwork, we can also answer any questions or queries you may have. Afterwards we then encourage you to take all the information in regarding your visit to help make your decision.

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## *How will my child and I be made to feel welcome and how will you get ready for my child coming?*

The staff and the children at our setting are very friendly and caring, after making your decision for your child to attend our setting, we will send you all the relevant paperwork such as registration packs, all about me (routine guide) and a prospectus. We will then discuss with you times that are appropriate for your child to come in and have some pre visits with us, on the first visits we will discuss your child's needs, go through the different paperwork with yourselves and any other important information, this will all be done with your key person. If needed we can also arrange a home visit with your key person.

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## *How accessible are your premises?*

Our setting is situated on a quiet one way street, we have front parking and also street parking if needed but the drive way usually has free spaces. The main entrance is from the drive way which enters into the garden and then the entrance to our main reception and also to the Baby room entrance, both entrances are wheel chair friendly. We also have a disabled bathroom and changing area.

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## *How will you keep my child safe?*

All of the staff at our setting fully recognise their responsibility to have the correct arrangements in place to safeguard and promote the welfare of all the children in our care. Your child's safety and wellbeing is our main priority. Our main entrance is a gate that can only be opened from the inside, we then make sure the gate is closed when parents enter the garden and again when leaving. We have a 'password' policy for example if someone different is collecting your child such as a grandparent and we have not met them before we ask you to give them a password for them to tell us when they come to collect your child. We ask for this password when you register your child you will find it in our registration pack. Unless the password has been given we will not let your child leave our setting until we have spoken directly to the parents. We adopt a childfocused approach based on clear understanding of the needs and views of children. As a well-established team we provide a safe friendly environment for your child. All risk assessments for the room and communal areas are carried out daily, we also have risk assessments for the different toys we have and any outings we may go on. All of our staff and students follow our policies and procedures regarding all aspects of safety. These policies are reviewed and updated on an annual basis or sooner if needed. They can be found in our main reception, please ask a member of staff if unsure.

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## *How will you communicate with me what my child has done, enjoyed and learnt?*

All information for your child will be recorded into a communication book that will be sent home each day and then brought back by yourselves, we also encourage for you to write to us also so there is continuity between home and nursery. If a translator is needed then we will try our very best to find one or use a translator online. We also encourage parents to come into our setting and view learning journals and speak about your child's learning and development with their key person, it also gives parents a time to view what their children have been doing over the time with us.

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## *How do you work with other professionals?*

At our setting we take pride in working with outside agencies building up great relationships whilst we do this. This is extremely important to us as it builds upon our practice. We have visits from our area SENCO and other professionals related to SEND needs. Our named SENCO also attends the different SENCO network meetings making sure that the setting stays up to date with all new practices, any new training and any changes to SEND.

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## *What training have you/your staff had in SEND?*

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We have a fully qualified SENCO (Sammi Parsons) she works full time in the nursery so is always available if and when needed. I have various different experience and I am always willing to explore more knowledge that is available to me and always keen to attend new courses. Listed are some of the courses I have attend: • Level 3 NVQ in Children’s Care, Learning and Development. • The SEN Code of Practice and Role of the SENCO. Sharing Concerns with Parents and Carers. Observations, Play-based Assessments and writing targeted plans. • The graduated Approach Towards Identifying and Supporting Young Children with SEND Each member of our staff has their own learning journal files which holds copies of the various training certificates that they have obtained after courses have been attended and completed.

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## *How will you adapt play opportunities for my child?*

At our setting we like all our children to feel well valued and individual despite the challenges they may face, so if the need arises to adapt your child’s activities to support them, we would find a manageable and achievable way to put this in place, for example: • Keeping floors clear of objects to support wheelchair users, • Adapting our resources for the children’s needs such as thicker pencils and other tools for children with reduced fine motor skills. • Using Makaton or a picture exchange system for children with a hearing disability. • A child with visual impairments may need books with bigger print or story books on CD’s so they can listen and join in. • Children experiencing sensory issues and delays in developing gross motor skills may enjoy larger scale toys such as ball pits and soft play. Also different textured materials, lights and mirrors.

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## *How will you get ready for my child going to his/her new school?*

At Harlequins we work very closely with each other in the other rooms to make sure a child transitioning into a new room is as smooth as possible. As the same as settling in we give the child some settling in sessions in the new room, say two mornings and two afternoons to see how the child settles in. The purpose of these sessions are so the child can begin to create a bond with their new key person and to become familiar with their surroundings. We involve the parents every step of the way, informing them when we think their child is ready to transition, we then document small observations for the parents to read and comment on. We also believe it is very important for us to have great relationships with the main primary schools in our area as that will be where most of our pre-school children will go. When we find out the school’s the children will be attending then the teachers will either contact us or we will contact them for them to come to visit the children in their settings. Before the children leave for school we make up transition booklets for them to take to school with them.

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## *How will you and I know how my child is doing and how will you help me to support my child's learning?*

At Harlequins one of our main priorities is working in partnership with parents especially when it comes to the children’s individual progress and development. We do this by having the parents in when their child’s progress summery is due so we can sit and talk about their child’s progress and how we all feel they are getting on. In this time we can also speak about the child’s next steps, any targets and also any concerns or thoughts the parents have. We find this essential as we strive to have excellent communication with our parents. If a child has any external agencies involved then we also make sure all appropriate development sheets will also be passed on so there is continuity in the child’s development.