

The Local Offer

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Name of person to contact: Elaine O'Brien

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

•☑Phone the setting to arrange a visit, and have a brief discussion about what you as a family require – days of the week, hours, any special requirements. Please phone after 6.30 on week nights or on a weekend so I can give you and your requirements my full attention. Visits are also best undergone at the weekends or an evening so we can get to know each other properly in a relaxed environment. You may prefer to come alone, with your child or with a partner, relative or friend. I have been a childminder since 1988 and am currently graded 'Good' by Ofsted with some Outstanding features. Although I work independently, ☑I am part of a Childminding support group called Chimes and you can visit the website to give you some more information on the benefits of childminding and a little of how we work. The website is www.chimeschildmindinggroup.co.uk •☑You can visit my page on the www.childcare.co.uk website – to do this access the website then search for childminders in your area using postcode. My user name on the site is 'fluffypud' •☑My Prospectus and/or Ofsted inspection report can be emailed to you if you would like and this will tell you more about myself and my setting and also list policies and procedures

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

•☑Once you have decided to use this childcare facility, pre-visits will begin. These visits will allow you and your child to become familiar with the setting. •☑Home visits are also offered, these allow the setting to see the family in their home environment giving me a greater understanding of what the child and family needs and for you to get to know me. •☑An Individual need of your child's daily routine form is to be filled in prior to your child starting at the setting. This will give me understanding of times that your child needs certain things such as sleep/rest time, medication, meals. •☑An "All about Me" form is to be filled in by the family prior to the child starting at the setting; this form will give me an insight into the child's likes, dislikes, favourite toys and activities.

How accessible are your premises?

Although the house is accessible, there is a step up to the front door. Adaptations may be possible once discussed with the family. The back door to the garden may be a problem to wheelchair users as the utility room off the kitchen is very small and leads to the back door with large step down. The garden is fully enclosed and there is a patio area and lawn that should be accessible although the garden steps may present a problem. There is a downstairs toilet. Babies sleep in prams/pushchairs in the lounge and dining room. Kitchen area is where all cooking and food preparation is done and where the children use the table for eating as well as to enjoy art and craft sessions. There is a playroom with both accessible toys and resources and some kept on shelving. I am always around near the children to make sure the children are able to have the toys that they would like to play with. I drive children to and from school every day of the week but have plenty of boosters and child seats for the children to use.

How will you keep my child safe?

I am responsible for safeguarding your child while in my setting as part of my Ofsted regulation. A behaviour policy is in place for children to manage their feelings and behaviour in line with their individual development. Challenging behaviour is considered in partnership with parents and other professionals, steps can be put in place to help us all with behaviour according to child's individual needs. Positive behaviour is praised and encouraged. A safeguarding policy is in place to protect the children, DBS (Disclosure and barring service) checks have been completed for all people who live with me in the setting. I have attended Child Protection courses. I hold a 1st aid certificate. I have attended Food hygiene courses and update my 'Safer food, better business for Childminders' folder every 3 months (or whenever there are relevant changes) Risk assessments are completed and updated regularly to ensure the safety of all within the setting. These risk assessments also cover when we leave the setting, for example park visits, day trips and using the car. Risk assessments will also be carried out on the setting prior to a child with SEND coming; this is to ensure their safety and wellbeing. Dietary requirements and any allergies are taken in to account and discussed prior to child being left in my care. Action plans can be put in place for allergies if need be. Medication forms are completed and signed by parents/carers to allow medication to be given and appropriate records kept. Accident and incident forms are in place and used to record any accidents your child may have or incidents they are involved in. Information from these forms is used to risk assess how the accidents or incidents may be prevented in the future.

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

As well as verbal feedback on a day to day basis, I am happy to have phone conversations at mutually agreeable times to discuss any aspect of the child's time with me and their development. I also communicate via text, email and even send videos and pictures via

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WhatsApp so parents can see how their child is enjoying a particular activity etc Each child has their own Learning Journey and this is made up of photos and observations that show how your child is developing using the EYFS guidelines to track their progress. Parent's comments and photos from home are encouraged to build a rounded picture of their child's learning and help me to plan their 'next steps'. Regular meetings can be set up for you to discuss your child's care and their needs and a daily record can be provided if parents feel this would be useful. Our display board showing activities, experiences and outings that the children enjoy is in the playroom and can be viewed at any time. I will always celebrate and communicate to you any milestones and achievements that your child has met and any funny, cute and exciting things he/she may have done

How do you work with other professionals?

When children are also looked after by other childcare settings, I have a 'working in Partnership' form that I ask the other settings to fill in periodically so I can see what the child likes to do and how they are developing while attending their provision. I occasionally get forms from other settings for me to add my views on the developments and interest of children we share. I send the child's 'Learning Journey' (usually via the parents) to the other setting/s and ask for their comments and observations to help me have a more 'rounded' knowledge of the child and to plan the next steps. If I provide a 'wrap around' service then I can ask the children's key workers face to face to keep up to date with relevant information and sometimes also liaise with them on the parents behalf. I would be available to liaise with other professionals/outside agencies who may need to be involved with your child at parent's request.

What training have you/your staff had in SEND?

I have over 26 years of childminding experience and also have 5 children of my own and 5 grandchildren. I recently used my knowledge regarding the expected development guidelines to help support a DLA claim form my daughter was writing as her youngest child has suspected autism. I was able to use my professional knowledge and experience to assess her progress and detail my concerns in a letter as I would have done to flag up concerns for a minded child in my care. I have attended courses by the special needs service 'Menphys' I have minded a few children over the years with special needs and/or illnesses and have gained knowledge first hand through helping with their care. I appreciate the importance of understanding SEND and I would access any relevant training to meet a child's particular needs.

How will you adapt play opportunities for my child?

Firstly I will talk to the parents to ensure my premises are safe and accessible for their child to play and explore. I will discuss the child's interests and toys and activities they enjoy so I can adapt my setting to ensure inclusion. I usually take the children out most days as they love to explore and learn about their world. I would discuss this with parents to ensure that their child is kept safe and able to enjoy outside activities. I would risk assess potential visits and outings in line with the child's needs. I may feel that the child would benefit from specific toys and/or sensory resources to stimulate and engage them and may use a toy library to borrow them. I would liaise with parents and other professionals involved with the child to help identify specialist equipment or toys that may be appropriate and beneficial to your child. I will take into account any I.E.P so that this could be integrated into the play structure. I would also consider what other professionals involved with the child believe, they may have an Individual educational plan in place and this can be woven into the settings play structure for the benefit of the child.

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

With your permission, the child's learning journey will be shared with the new setting, and I would be happy to visit the new setting and share any information regarding the development of your child and activities/resources/play that they have enjoyed with me. I will talk to the child about preschool/school and maybe use books, games and even some tv programmes that will help your child become familiar with a preschool/school setting. I take the children to do school runs and they come into the playground with me so that helps the little ones become familiar with school life. I would be happy for preschool or school staff with their SenCo to visit me to see your child in a relaxed environment and observe their play and developmental stage.

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

When your child joins my setting, we will spend some time establishing what your child is capable of and I will use the EYFS guidelines to record their progress on a tracking sheet. Children's progress is tracked through observations and linked to the EYFS. Observations are both photographed and narrative, and make up the child's individual learning journey. Children's progress is shared with all parents/carers and any other professionals and their input is actively encouraged and supported to help plan for the child's next steps. Between the age of two and three a Two year progress check will be completed and this too can be shared with relevant professionals. This is important to 'flag up' any concerns to ensure early intervention to help support your child. Regular discussions with all professionals surrounding the child are encouraged and planned for.