

# The Local Offer

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## *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 week, hours, any special requirements. When the phone conversation takes place you will be advised to make notes to bring along to the initial visit containing questions you may have and important information about you/your child's requirements. A prospectus/ welcome pack will be given to you containing information about the setting and my policies and procedures

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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?*

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. visits are arranged in advance and are tailored to suit the best needs of you and your child. Visits can vary and increase in time so that the child is left for longer periods and at different times of the day. This enables them to become familiar with the setting and help us to gather as much information as possible about your child and their individual needs and for them to become familiar with me and the setting. An "All about Me" form is to be filled in by the family prior to the child starting at the setting. I also ask the parents to provide a list of the child's likes, dislikes, favourite toys, activities and daily routines.

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## *How accessible are your premises?*

Although the house is accessible there is a low level step to the front door, back door and patios doors. Wheelchairs and pushchairs can access all these doors with assistance. Adaptations can be made if needed. All the doorways in the house are wide and the entire downstairs is wheelchair/pushchair friendly We have an easily accessible downstairs toilet with plenty of space and a sink. We have a separate playroom with accessible toys and a separate lounge area that can be used for quiet time. Our dining room is large and used for eating as well as an art and craft area. We have a large rear garden that is all on one level and provides plenty of outdoor space and room to play. We have a large driveway with ample parking space for 5 cars.

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

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 issues according to the child's individual needs. A safeguarding policy is in place to protect the children, DBS (Disclosure and barring service) checks have been completed for all people living and working within the setting. Risk assessments are completed and updated regularly to ensure the safety of all within the setting. The risk assessments also cover trips, outings and use of the car. Dietary requirements and any allergies/intolerances are taken into account and discussed prior to the child starting at the setting. Action plans will be put in place to meet their individual needs. Medication forms are completed and signed for by parents/carers to allow medication to be given. This states the medication administered, the amount, time and date - all checked and signed for by both myself and the parent/carer. Accident/incident forms are in place and used to record any injuries/accidents that have happened within the setting. Parents are to read and sign the forms when their child has become involved in an accident/incident. Information from these forms are used to risk assess how accidents/incidents can be prevented in the future.

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

As well as verbal feedback on a daily basis your child will have a daily log book which records their activities, mealtimes and provides development information. This is also an opportunity for parents/carers and other professionals to record information relevant to the child outside of the setting. This enables me to plan effectively for the child's development and gives me an insight into what the child is achieving and doing outside of the setting. I also complete a Learning Journey for each child that records their development using photographs and observations. This is linked to the EYFS (Early years foundation stage) which follows the curriculum and allows us to plan for the child's individual needs. A regular newsletter is sent out to inform and update parents/carers on upcoming events and information that is relevant to the setting. Information about our activities and planning are displayed in the hallway along with mealtime menus, the newsletter and other relevant information. Photographs are displayed alongside arts and crafts. Children also bring home their work, cakes, paintings etc.....

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

I work closely with both Cork Lane and Little Ducks Pre-Schools. I have a good working relationship with Glen Hills Primary School.

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We get invited to local events within the community ie; sports day, school plays, assemblies to enable the children to become familiar with the school. I have a good relationship with Menphys SOS and have worked alongside, social workers and health visitors in the past.

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

I have been a childminder for 13 years and have attended many training courses during this time including the ICP and DCP. I have a current paediatric first aid certificate and have just completed a safeguarding children course. I have a basic food hygiene certificate. I have a certificate in Health and Social care and Health Welfare and the community. Previously I worked at an SEN school as a residential social worker for 7 years. The children I worked with had varying needs and disabilities. I have qualifications in Makaton and Sign Along. I have attended training courses in Epilepsy, Autism, Child Abuse, Health and safety, communicating with children with speech and language difficulties, epi-pen training and asthma training.

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

Through discussions with parents/carers and observations of the child during visits I will be able to facilitate appropriate inclusive play based activities. Making sure floor areas are accessible for wheelchair users. providing sensory play and inclusive play that all the children can be involved with. Both right handed and left handed resources are available. Indoor and outdoor continuous provision available. Working in partnership with other professionals to ensure all your child's needs are being met in compliance with the 2014 special educational needs and disability practice 0-25 years.

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

When it is nearly time for your child to move to a new setting, visits can be made with the child and I to see the setting and allow the transition process to be as smooth as possible, extra visits can be arranged to ensure your child is settled and the care provided becomes consistent. Key information can be shared between myself and the setting (with parent's permission) to provide key information about your child's requirements to enable the transition to be as stress free as possible for all concerned. I have a very good relationship with Glen Hills Primary School. Your child will most likely be on at least one school run a week where we enter the 4+ unit to collect the children - this allows them to familiarize themselves with the unit . I also attend the school assemblies, productions and sports days with the pre-school children.

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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?*

Your child's progress is tracked through observations; these are both photographed and written recordings and make up your child's learning Journey. These observations are linked to the EYFS and tracked on a development tracker and used to provide a progress summary for your child. Targets and progression are determined through observations and progress can be activated through play based learning. Progress is shared with parents/carers and other key professionals involved with your child. Between the age of two and three a two year progress check will be completed and and this too can be shared with relevant professionals. Each child has a daily log book where I record activities, meals observations and progress. Parents are encouraged to provide information about the weekend and their own observations and progress reports. Our 'WOW' wall highlights progress and achievements. I encourage parents to record WOW moments for their child and we share our WOW moments with parents too.