

The Local Offer

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Name of person to contact: Debra Bradford

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, and any special requirements.
- When the phone conversation takes place you will be asked to make notes on anything that you would like to ask at initial visit to the setting. This is so that you gain as much information from the visit as possible.
- You can find my Ofsted report on www.ofsted.gov.uk website and also gain a bit of knowledge about myself and my setting on my page on www.childcare.co.uk website.
- A welcome pack and the settings policies can be given to you on the visit or I can email them.

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 setting, we can arrange settling in sessions. These visits will allow you and your child to become familiar with the setting and myself and my assistant.
- Settling in sessions are there to make the child and yourselves feel comfortable within my setting and for myself and my assistant to learn as much information about your child and your family needs and daily routine to make caring for your child and his/her needs are happy full filling transition.
- A written example of your child's daily routine needs to provided 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 etc.
- An "All about Me" form and "Early contact" form is to be filled in by yourselves prior to your child starting at my setting; these forms will give us an insight into your child's likes, dislikes, favourite toys and activities.

How accessible are your premises?

Although the house is accessible, there is a high level step to the front door and back door; however wheelchair access can be made through the conservatory door, to the rear of the building. As we do practice free flow play between indoors and outdoors, we ensure the children are safe and secure whilst doing this by assisting them and never leaving them unattended. Any adaptations that need to be made will be discussed with the family. In the playroom all toys are accessible and are self-select at the children's level. The living room is a family area that is used for quiet time. The kitchen area is where all cooking and food preparation is done; the children enjoy baking activities and helping prepare snack with ourselves at child height tables. Dining area is where meals are eaten. The conservatory is used all creative activities and materials are again self-select at the children's level. Upstairs toilet is used by all the children and contains hand washing facilities and space for nappies to be changed allowing privacy for the children.

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 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 who work in the setting. 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. The setting is Ofsted registered. Dietary requirements and any allergies are taken in to account and discussed prior your child starting at my setting. 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, these forms will state times, dates and medication type to be given, and these will be checked by parents and signed for to ensure that everyone understands what medication has been administered. 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, these are shared with parents.

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, children under 4 also have a daily diary (red book). In here we will write down what meals they have had and a brief description of what they have done that day. Parents/carers and other professionals that regularly see the child are encouraged to add to the book on the child's day off, this gives us all an insight into what your child has been doing elsewhere, this also allows me to plan effectively for your child. We also compile a learning journey for each child under 5, this is full of photos and observations of what your child has been doing and this is linked back to the EYFS (Early Years Foundation Stage) showing that we follow the curriculum. To compile the learning journey we complete progress summary forms, individual trackers

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and two year old check forms within the seven areas of learning, these allow me to follow and track your child's progress and allow me to plan effectively for their needs. Regular meetings can be set up for you to discuss your child's care and their needs. Display boards with activities and themes were learning about are in the playroom this can be viewed at any time. We also display our theme plans for parents and carers to view. We can also text parents with small updates of what your child is doing and photos if you would wish them.

How do you work with other professionals?

We work closely with other Childminder's and playschools in the area, we attend training days together and share new ideas allowing us to keep up to date with what is expected of us as childcare providers. We also keep in contact with other Childminder's within Leicester on the Leicester Pacey Page on Facebook. This again gives us the opportunity to share new ideas of activities and helps us keep up to date with the regular Ofsted requirements and ways of improving our setting and work. Health visitors – health visitors can refer you for additional support, we can work closely with your health visitor to make this process smooth and offer them as much information as we can to aid their form of support given. In the past we have helped to refer families via their health visitor for developmental advice and speech therapy.

What training have you/your staff had in SEND?

I have been registered since 2003 and also did childminding years before when my own 2 children were young. My daughter Holly is also registered by Ofsted as my assistant and works alongside myself full time. Holly attended college and completed National Diploma Level 3 in Childcare. Myself and Holly attend regular training courses; EYFS support meetings and update existing qualifications together. We have also had experience working with ECAT to support a child with speech delay bringing in the child monitoring tool in to support us and the child. I appreciate the importance of understanding SEND and I would access any relevant training to meet the child's needs. We have attended courses and hold certificates in – Paediatric First Aid and safeguarding children. We both have experience and knowledge in asthma, allergies and intolerances. I have also attended "inspired training" sessions which is designed at enabling environments and providing play opportunities to suit the needs of every child, allowing every child to become included and respected,

How will you adapt play opportunities for my child?

Firstly we will discuss how your child enjoys play and observe your child during settling-in sessions at my setting to get an idea of how play opportunities can be adapted to allow inclusion of all within the setting. We will utilise my experience, training, and knowledge of your child to adapt the activities and resources to support your child, taking into consideration their developmental learning and interests as well as their needs. We will use sensory play, for example fabrics, textures and colours, also sounds and coloured lights which children of all abilities can enjoy and interpret for themselves. We will support your child with ideas of how to use these sensory objects so that the children can get the most enjoyment out of their play. We will also discuss your child's likes/dislikes with other professionals, as they may have an individual educational plan in place which we can then support in my own setting. This will provide the best outcome for your child. Open ended play, child-led and adult-led activities occur frequently in our setting because we believe that it is important that your child's interests are prioritised. Forming a play opportunity can be a way of encouraging a child to become involved as it makes them curious and join in. Both indoors and outdoors are used equally for the children.

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

We will gain parental permission to share key information with any new setting; this information will include your child's specific dietary, medication and specific needs as well as their learning and development needs. Transition summary of progress will be completed and the child's learning journey will be given to the parent/carer to share with the new setting. This way they can meet and discuss your child's developmental needs, enjoyments and how best they can be made to feel comfortable in their new setting. When it is nearly time for your child to move setting, myself and your child will talk about where it is he/she is going to in a positive and helpful way, and where possible, we will take the child to see the setting so that your child will understand what is going to happen.

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

Children's progress is tracked through observations that are both photographed and narrative, which form the child's personal learning journey. These observations are linked to the EYFS and tracked on a developmental tracker which is then used to provide a progress summary for your child. We can look at your child's learning journey to inform next steps in his/her development with reference to what activities your child has enjoyed. Your child's progress is shared with all parents/carers and any other professionals who care for your child. Between the age of two and three a 'Two year progress check' will be completed and this too can be shared with relevant professionals. Discussions with all professionals surrounding the child are encouraged and planned for. We will share how your child is getting on with other professionals and between us we share professional training plans. It is

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important that all children have a voice, that they are listened to and respected. We encourage children to contribute ideas and work into their learning journeys so that they have had a role in its production. Parents are encouraged to become part of the setting by visiting when they can. We are always welcoming and available for parents/carers to stay, play and catch up. Newsletters can be a useful tool to let parents know about things that are going on in and around my setting.