

# The Local Offer

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

Phone or email to arrange a visit, email is better as I can look at emails when I get an unexpected quiet few minutes. We can also send information about our setting and policies over email to look at prior to meeting us. Feel free to email and ask any questions, or make a list of things you want to ask us or talk about when you visit.

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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 our childcare facility, settling-in visits will begin. These visits will allow you and your child to become familiar with the setting, they will start with you and your child visiting and staying together and when we are all ready the child staying for short periods of time without you. 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. Visits are unlimited and are there to make all involved with the child comfortable, and for the setting to gain as much information about the child and families needs to make caring for the child and their needs a positive experience, A 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.

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## *How accessible are your premises?*

Our side gate is wide enough for a double pushchair and therefore a wheelchair will fit through it. Although the house is accessible, there are a few low level steps. Adaptations can be made if needed once discussed with the family. The toilet is upstairs. As I do practice free flow play between indoors and outdoors, any adaptations that need to be made will be discussed with family. Kitchen area is where all cooking and food preparation is done; children can help with this with the help of stools and chairs.

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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, 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. The setting is Ofsted registered and was graded "Good" at the last inspection. Dietary requirements and any allergies are taken in to account and discussed prior to a child starting at the 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, 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.

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

We will communicate with you throughout the day if possible about what we are doing, enjoying, learning. We also use Daily Diaries to communicate what's been consumed, sleeps/toilet habits/activities, what friends they've met, and where we've been. We'll always chat where possible on receiving or handing over your child, we are available to talk on the phone, can email, we really are fairly flexible in communication. Let us know what works for you and we'll see what we can do. We'll also record your child's achievements via Facebook if agreeable to you, we'll take lots of photos to share with you daily and keep them safe to the end of the contract.

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

Health visitors – health visitors can refer you for additional support, I can work closely with your health visitor to make this process smooth and offer them as much information as I can to aid their form of support given. I have worked closely with pre-school key workers when children have been attending a pre-school. We communicate regularly to ensure the children's needs are met as consistently as possible.

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

I have over 10 years experience in childminding, where we've met the needs of a number of children with food allergies, including two children allergic to multiple types of food. I appreciate the importance of understanding SEND and I would access any relevant training to meet the child's needs. I have attended courses and hold certificates in – Paediatric First Aid, Safeguarding children. I have attended Baby Sign. I have had epi-pen training and asthma training 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,

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

Firstly I will discuss with parents how they their child enjoys play, also through observations of the child at visits, both at the child's home and in the setting get an idea of how play opportunities can be adapted to allow inclusion of all within the setting. I will use my inspired training, these sessions demonstrated how to adapt all activities and resources to support children inline with their developmental learning and interests as well as their needs, for example playing with fabrics, using different textured fabrics, noises and colours, children of all abilities can join in and use the fabric in their own way, a child may choose to sit and play with the bright coloured fabrics whereas another may wrap themselves up in it, others may use furniture to create a tent like structure, all children involved gaining the most out of their form of play. We would also consider what other professionals are involved with the child, they may have an individual educational plan in place and this can be woven into the setting's play structure for the benefit of the child. In the setting it is important that children's play is supported and children's interests are taken on board, open-ended play is encouraged and children are encouraged to take the lead in their play. In the setting, modelling a play opportunity can be a way of encouraging a child to become involved allowing them to become curious and join in. Both indoors and outdoors are used equally for the children.

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## *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 the 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 shared with the new setting, a meeting can be set up for both settings to meet and discuss the child's developmental needs as well as what the child enjoys and how they are made to feel comfortable in the setting. When it is nearly time for the child to move to a new setting, visits can be made with the child and myself to see the setting and allow the child to make the move as smooth as possible, extra visits can be arranged to ensure the child settles comfortably and care provided becomes consistent. A photo book of the setting can be helpful, allowing the child to take this into a setting to show one setting what they enjoy doing at another setting and how it is adapted to suit the child's needs. Photographs of the new setting will also be made available to the child at our provision to help them become familiar with the new setting and to facilitate discussions with the child at our setting and at home with the family.

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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?*

Children's progress is tracked through observations, these are both photographed and narrative, these make up the child's individual learning journey, these observations are linked to the EYFS and tracked on a developmental tracker then used to provide a progress summary for the child; possible lines of direction are determined through observations and taking into account the child's likes and activities enjoyed. Children's progress is shared with all parents/carers and any other professionals that are involved with the 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. Regular discussions with all professionals surrounding the child are encouraged and planned for. As required the setting will share with other professionals how the child is getting on and between us we can share professional training plans. We would anticipate the parents will be a part of this process.