

The Local Offer

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Name of person to contact: Stephanie Fitzpatrick

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

· Phone my 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, · When the phone conversation takes place you will be asked to bring any questions 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 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 · A welcome pack and the my policies can be given to you (or emailed)

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

When you have decided to use my childcare facility, pre- visits will begin. These visits will allow you and your child to become familiar with the setting. · Visits are unlimited and are there to make all involved with the child comfortable, and for myself to gain as much information about your child and families needs to make caring for the child and their needs a positive experience. · 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 are a few low level steps. Adaptations can be made if needed once discussed with the family. As I do practice free flow play between indoors and outdoors , any adaptations that need to be made will be discussed with family. In my setting all toys are accessible and at the children's level. The Lounge space is a family area that is used for quiet time, The Kitchen area is where all cooking and food preparation is done; children can help with this at child height tables. Kitchen table is where meals are eaten and all creative activity equipment is out. Downstairs toilet is used by all the children and contains hand washing facilities.

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 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 and was given Good at the last inspection. Dietary requirements and any allergies are taken in to account and discussed prior to 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 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 your child will have their own communication book. In here I 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. I also compile a learning journey for each child, this is full of photos and observations of what the child has been doing and this is linked back to the EYFS (Early Years Foundation Stage) showing that I follow the curriculum. To compile the learning journey I complete progress summary forms, individual trackers and two year old check forms, 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,

How do you work with other professionals?

The Local Offer

I work closely with other childminders in the area, we share training days and new ideas allowing me to keep up to date with what is expected of me as a childcare provider. 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.

What training have you/your staff had in SEND?

I have 8 years experience of being a childminder. 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 (which incorporates Epi Pen training), Safeguarding children along with a few other courses.

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, an idea of how play opportunities can be adapted to allow inclusion of all within my setting. We 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. In the setting it is important that children's play is supported and children's interests are taken on board, 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.

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

I 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.

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 written these make up the child's individual learning journey, these observations are linked to the EYFS. 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. Children have input into their learning journeys and are encouraged to help with compiling them; at the setting it is important that all children have a voice and that they are listened to and respected. The setting share with other professionals how the child is getting on and between us we share professional training plans.