

# The Local Offer

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Name of Setting: Caterpillar Day Nursery Ltd

Telephone: 01858 432661

Email: info@caterpillardaynursery.co.uk

Name of person to contact: Fiona Bowden / Lauren Prince

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

Caterpillar Day Nursery welcomes any parent/carer along with their child if they are looking for an early years setting. You do not need an appointment just call in to see us. Or you can telephone us on 01858 432661 where we can arrange a visit with you. You can also visit our website [www.caterpillardaynursery.co.uk](http://www.caterpillardaynursery.co.uk). On your arrival you would be greeted by a member of staff and shown around our wonderful setting. We would then provide you with all of the relevant paperwork to look through and leave you to make your decision regarding a placement

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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?*

We ensure that the whole family is made welcome and each child's individual needs and interests are catered for through preparation before they start. This includes visits to the setting to meet the staff, the other children and becoming comfortable with the environment – both inside and outside. Your child will be allocated a Key Person who tailor make activities and learning to the individual needs of your child, with the support of our SENCO. Parents are given an induction booklet to complete about their child and are actively encouraged to be involved in their child's learning and we talk through the running of the sessions. Home visits are arranged for all children to share information and additional visits to the nursery are also possible. Caterpillar Day Nursery encourages the professionals working with a child with SEND to liaise with the setting before a child starts and keeps this channel open to ensure the best support possible is maintained. The setting acts upon advice from the professionals to prepare for a child with SEND and arranges training for individuals or the whole team of staff to ensure the needs of the child are understood and the environment provides the best learning opportunities.

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## *How accessible are your premises?*

Our nursery situated on a terraced street which only has street parking, though parents use the double yellow lines outside the nursery entrance to quickly drop off/collect their children. Our main entrance is at the front where we have a ramp leading up to the front door. There is also access to the nursery at the back through the garden if necessary. Unfortunately our doorways and corridors are not wheelchair friendly, but we do have a downstairs toilet and nappy changing facility. Rooms are small, bright and airy. Children are cared for in small and familiar groups with consistent staff.

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

All our members of staff hold a current DBS check and receive regular training in safeguarding. The manager holds regular appraisals with the staff to ensure that there are no changes in Health or DBS status to make them unsuitable to work with children. Policies and procedures ensure that all children are kept safe. These include reference to Safeguarding, Health and Safety, Equality of Opportunity, Special Educational Needs, Positive Behaviour Management and Whistleblowing. A positive behaviour management policy is in place to ensure that all children are supported in managing their feelings and behaviour in line with their individual needs and development. We ensure that children verbal praise for their achievements and support them in a positive way when they exhibit challenging behaviour. At all times we work with parents to offer support to the child and the family. Policies and procedures support the storage and administration of medication in the setting – medication is stored in a secure place and permission and medication records require parental consent, exact dosage, and time of administration. A Health care plan is put in place for children with specific needs identifying how support is put in place and we display this for members of staff to ensure all are fully informed. Risk assessments are in place to ensure children are safe from harm. We complete a risk assessment for a child with additional needs prior to starting the setting to ensure the environment is safe for them. Information about diet and allergies is recorded from registration records and displayed for all staff to see with a photograph of a specific child and the known allergy. Caterpillar Day Nursery operates a no nuts policy with the foods that it purchases for snacks and we advise parents not to bring foods containing nuts for packed lunches. Before taking children on outings we carry out a risk assessment to ensure that children are safe and increase the numbers of adults for support in caring for the children. The setting is inspected by Ofsted to ensure that it meets the requirements to keep your child safe.

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

The Key Person talks to parents on a daily basis during the handovers at the beginning and the end of your child's session. The Manager and/or SENCO are available to meet with parents whenever convenient. A communication diary is provided for children with SEND for you to make comments and ask questions about what your child has been doing or how they have been and the key

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person responds daily. We provide all children with a Learning Journey folder which records the achievements in a variety of ways - photographs, children's creations, observations and explains the learning behind the experiences. These Learning Journeys are available at all times and can be taken home to share with your child and the family. A system of record keeping and assessment is used to track your child's progress in terms of development which is age and stage related and is shared with you. A Meet your Key person day is held every year to share information and progress as part of our annual Parental Involvement Week We are happy to arrange other times of the day for meetings if the evening is not convenient. The noticeboards and whiteboards in the corridor provides photographs of all the children taking part in enjoyable experiences and information about learning in the Early Years Foundation Stage. Other forms of communication include newsletters, the website and our facebook page.

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

We have strong links with Asfordby pre-school and Captains Close primary school. In partnership with parents, we are happy to liaise with other professionals/ outside agencies who may be involved with your child. We share any concerns with you as parents and after an initial discussion and with you we are happy to speak to other professionals for advice and guidance. We liaise with other professionals to help support your child's learning and development needs.

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

As the settings SENCO they must undertake an additional training course in how to complete the required paperwork for any child that requires support. This includes observations, child development, accessing additional required adult funding, SEN tool kits for both 2 year olds and 3 year olds. We are happy to access specific training to benefit the needs of your child and develop our knowledge. We are happy to access training by the medical profession if required to provide the best care for your child.

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

We will discuss with you the individual needs of your child and ensure that we are well prepared by risk assessing and adapting activities within our nursery so each child can play safely and explore. We will work with you to identify specialist equipment/toys that would be beneficial to your child. We use EYFS Outcomes to help plan for each child's individual development stage rather than age as all children develop at different rates. We believe in child led play where we can support and develop your child's individual interests. We believe that being outdoors is very important for learning and that children's learn by exploring. We aim to provide an inclusive, stimulating and challenging environment with places to relax and rest. We provide a variety of sensory experiences to stimulate and interest your child from natural materials, sensory baskets, homemade sensory experiences, planting and growing.

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

Visits to a child's new are arranged in advance and the child's current Key Person completes a transition document to pass onto the child's new Key Person. We have excellent relationships with the local schools and we will support all children in their transition to school through visits to the school, teacher visits to the nursery and sharing of information relating to your child. The 'Transition to School' document devised by The Specialist Needs Teaching Team is completed and sent to the school along with the child's records – Transition Progress Summary report, Individual Tracker and Child monitoring Tool. We encourage your child to share the Learning Journey folder with teacher and take pieces out to start their new Learning Journey folder in school.

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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?*

The key person for your child will communicate with you on a regular basis to track your child's progress and suggest ideas for home learning based on observations of your child in the setting. The communication diary is available for you and the key person to have a two way dialogue and if your child attends another setting or a child minder they can be included in the sharing of information. On entry, your key person will make observations on your child and use this information along with that given by you to complete an Early Assessment Review. This information is used to plot your child's starting points on an Individual progress Tracker which shows the developmental levels in line with the Early Years Foundation Stage. At the same time a document called a Child Monitoring Tool will be completed to record your child's development in Speech and Language. Your child's key person will write a short 'Settling in' report and share this with you providing information about how they will plan the next steps in your child's learning within the setting and ideas to support you with their learning at home. If your child requires an EYFS (Early Years Foundation Stage) Progress Check at Two report, this will be written between the ages of 24-36 months. This will show progress in line with the Early Years Foundation Stage and provide an opportunity to seek advice and support from other professionals if necessary. After 6 months a Progress Summary report will be written showing progress and your child's Individual progress Tracker and Child Monitoring Tool will be updated. A Progress Summary report will be completed every 6 months until your child leaves to go to school and then a final report will be written called a Transition Progress Summary. These reports will provide feedback on your child's progress, suggestions for next steps and the Transition Summary report will provide the school with information about the child's interests and support them as they transfer. At all times you and your child are invited to comment on the learning and contribute to planning the next steps in learning at home and in the setting. We strive to be inclusive to ALL.

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