

The Local Offer

Name of Setting: Gingerbread Cottage Playgroup

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Name of person to contact: Mrs Shobhna Singh (Area Manager Based at Gingerbread 2) Mrs Gulzar Alimahomed (Deputy)

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

We welcome all children and parents to our setting. We would like you to contact us to come and view our setting. We are sessional care providers and operate two sessions' morning and afternoon, during term time only. However, Gingerbread 2 Nursery can accommodate parents needing full time care. The Playgroup is a private enterprise based in Launde Primary School. It is situated in a double mobile building within the school grounds. We have a ramp as well as stairs for easy access in and out into the garden. Our playrooms are all on one level and toilets with little hand basins are easily accessible. If your child is a wheelchair user, we will be happy to adapt our internal doors and toilet facilities further. Our garden is fenced off from school and is on one level. It is sectioned for all round child based learning such as physical development observing the natural world, construction and building on a large scale and garden games. We have our own intercom system linked to the main gates, to provide safe and secure environment. When you have contacted us for a visit, you will be shown around our setting and its facilities, while your child plays. We encourage parents to make several visits to our setting, so you are sure this is the right setting for you and your child. We will provide you with our prospectus and answer any questions that you may have and you can meet all our staff who are qualified from level 3 to level 4 and 5. Our Special Needs coordinator is Mrs Ali who will work closely with you and other professionals to meet the needs of your child. Also you can take your time to look at our Policies file and display boards. The new revised SEND (special educational needs and disabilities) Code of Practice is in place in our Setting from September 2014.

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

Our Vision Statement is: "Gingerbread Cottage playgroups vision is to provide a safe and secure environment, where all children are valued as an individuals, can gain a sense of self worth, achieve their full potential and can be happy, healthy through play, where different cultures are valued and celebrated, moral values are encourage and appreciated" If you choose to use our setting, we will give you an induction pack on how our setting works. Our main aim and goal is for both parents and practitioners to work together in partnership to provide the best for you and your child. You will be formally introduced to your child's key person. We will request you to provide a more comprehensive view of your child and his/her interests, likes and dislikes on a form "All About Me". If there are other professionals already involved and IEP (Individual Education Plan) in place, you can share these documents with the key person so that support, learning and development is continuous. We have pictorial signs throughout the setting to encourage sense of belonging and sense of security. Children's coat pegs have their photos. Visual props are used to by the practitioners to support understanding of routine.

How accessible are your premises?

Gingerbread Cottage Playgroup is situated in double mobile which is on one level. The entrance has two steps to the front of the building and also a side entrance with ramp, for a wheelchair users and parents with prams. We may need to alter our inner doors if your child was coming to our setting. Our building has a front large fenced garden with gates with bolts in the back lower down to secure the garden. It is all one level and has all weather turf for use throughout the year. We have low level tables to play and explore activities. Our play rooms acan accommodate wheelchairs. Our toilets are on the same level though we will make changes to one of the toilets if necessary. Staff members use a changing mat on the floor, in our main bathroom to change nappies.

How will you keep my child safe?

To get to Gingerbread, the entrance is on New Street Launde Primary School. It can only be accessed through these electronic gates. We have an intercom on the wall by the little gate with 'Gingerbread' sign with a camera for us to view and allow parents/visitors in. All staff and apprentices are DBS checked and are First Aid trained. Safe guarding children is our first priority and all staff receives regular training. We have Health and Safety, Equal Opportunity, Special Educational Needs and Disabilities, Behaviour Management and Anti-Bullying Policy and Procedures in place to ensure all children are kept safe. We will ensure all risks assessments are in place before your child starts our setting according to his/her individual needs. The information you give to us about your child will be confidential. If your child has education health care plan (EHC), Medical Care Plans, and Individual Education Plans (IEP) etc, we will ensure confidentiality is maintained. We have accident and Incidents Books, Injury upon arrival book to record whenever necessary. These are all stored in a lockable place. All information stored on our computer is secure and for Managers use only (password protected) If your child has dietary needs or allergies, we will ensure we provide the necessary food and training for all staff. Our setting is free from nuts, sweets, juices and our menus adhere to healthy eating plan. We at Gingerbread are aware of

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the new EU food Information rule that comes into effect from December 2014. All our snack bar menus are clearly labeled with information of the ingredients used in the food. A positive Behaviour Policy is in place, so that all children are supported in managing their feelings and behaviour in line with their individual needs. Verbal praise and stickers are given to children with their achievements. We work closely with parents to support the family. Our setting is graded good by Ofsted. We always reflect on our practice to improve our services.

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

We work in partnership with our parents to achieve your child's learning outcomes. Our weekly plans are on the notice board to inform parents about activities and learning that is going to take place during the week. We provide ideas to support learning at home to parents along with the plans. Your child's key person will always be on hand to give you advice or feed back. A Learning Journey is kept for each child with a variety of observations, learning stories, children's work and progress tracker. Parents are welcome to put their child's achievements and activities, as evidence in this file. We would follow the child's current interest to achieve the next steps. We hold parents evening twice a year, parents come in formally to have a chat with the key person. We have beautiful displays with children's work with photographs. In the porch we have a big notice board explaining to parents what is going to happen each term. If English is your second language, we will make time to explain verbally about the activities and events, or if a translator is required we will organize one for you. We also communicate through newsletters and bulletins. This may be in the form of emails, notice board and hard copy. We have staff that speak other languages such as Gujarati, Urdu, Panjabi and Kuchi. If you have difficulties in coming into the setting, due to your own Disability, or working away from home etc, we can provide information and your child's learning progress through emails/ other carers, child minders or telephone conversation.

How do you work with other professionals?

We had a Special Educational Needs Quality Review and were awarded green. Our setting's SENCO (Mrs Ali) works closely with area SENCO who is Debbie Slinger and she supports staff, children and their families according to each individual child's needs. We work together to apply for funding for those children who need extra support. We have worked with other professionals such as speech therapist, occupational therapist, education psychology Service and health visitors. We work with professionals in variety of ways – telephone, meetings or in the home of our families.

What training have you/your staff had in SEND?

We are one of the branches of Gingerbread. Our area Manager is based at Gingerbread 2 Mrs Shobhna Singh (BA in Early Childhood Studies). Mrs Gulzar Alimahomed is the 1st Deputy of Gingerbread Cottage Playgroup, who 22 years experience and is qualified at Level 4 (HND in Early Childhood Studies) and has full training in SEN Code Practice, role of SENCO and Observation, Play based Assessment and writing Individual Education Plans. All other staff is qualified with level 3 in childcare, learning and development. Two members of staff have been trained to administer EPI-Pen and will have further training to support the needs of your child. We have in house training for our staff in basic Sign Language, St Johns Pediatric First Aid, Basic Food Hygiene, Safeguarding, ECAT – Every Child Talker, Computer skills.

How will you adapt play opportunities for my child?

From the information you shared with us, we will know the needs of your child, and adapt the environment and activities accordingly. We will ensure that our equipment and materials will support your child's participation with all activities, adapting to their individual needs to promote learning and development. If your child needs more specialist resources or equipment funding will be sought. If your child has come to our setting from another setting, we will ask for any previous reports or summaries to make your child's transition a smooth one. If your child comes with IEP (Individual Education Plan) the key person will ensure the strategies or recommendations are followed to support learning. Visual boards will also be used to support the learning and routines. If one to one support is needed, we will seek additional funding for a support worker.

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

Transition is a very important aspect in your child's early years, and we have systems in place before your child moves to another setting or school. We will share information with School or new setting well in advance so appropriate measures are in place to receive your child. (We would seek your permission first before any information is shared) The key person will write a transition summary, which will be clear with the information about your child's development, needs and targets. The Learning Journey file will be shared with school SENCO, new teacher or practitioner. We will prepare your child by looking at the new setting's/school transition folders. We invite the practitioner/teachers to come and meet the key person, play with the child in the familiar environment and share information. Key person will also come to visit setting/school with parents so the information is shared well with the school/ setting's SENCO. Key person will arrange few visits to school/setting so that your child becomes comfortable with the new environment. (If a person is involved to give one to one support, she/he will also accompany your child as well).

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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 important information that we gather from the parents at the time of induction, and through "All About Me" form, gives us a starting point on what your child's likes, dislikes, learning styles and interests are. If there are other professionals involved, with your permission we will contact them if necessary to support your child. Through on going observation, CMT (Communication Monitoring Tool), EAR (Early Assessment Review), Progress check at 2 years, we will be collecting a holistic view on your child. A progress summary will be done every six months until your child goes to school. Your child's next steps will be shared with you so that we can work together to support him/her. Activities are also sent home with a diary so that you can support your child with the set targets. If your child has come into our setting with a support plan, we will share the progress and review every six weeks with yourself and the professional. The progress is tracked along the guidance of EYFS and developmental matters. We have an Open door Policy, Parent as Partners are welcome to see the key person of their child whenever they wish. We hold Parent Evenings; appointments are made formerly with parents to meet the key person to share information on progress, learning and development of their child.