

# The Local Offer

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Name of person to contact: Sarah Cunnold

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

Give me a call or send me an email with the days and hours you require along with your child's specific SEND details. If space is available you will be invited to visit the setting with your child and sent a Welcome Pack via email. You are welcome to ask as many questions as you want regarding my setting and the service I provide.

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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?*

All children are made to feel welcome with a friendly greeting on arrival and are encouraged to share their interests and experiences with me to begin our relationship together. All children are valued equally and given one to one time with me. An 'About Me' form is given to all new starters for either the child or the parents to complete which helps me to understand the child's likes and dislikes, food preferences (and allergies etc), favourite toys/games/tv programmes. Settling in visits are also offered to new starters to build up their time with me slowly over a few weeks. I will also discuss with parents children's routines and patterns and work closely with parents to ensure that routines are consistent between home and the setting.

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## *How accessible are your premises?*

The setting is accessible, however all entrances to the property require stepping over a small step. Adaptions are possible for disabilities. The setting has a downstairs toilet and hand washing facility and downstairs bedroom for napping babies/toddlers. The main area is a free flow, with a kitchen off this area, all easily accessible. The kitchen is used to eat snacks and meals, and arts and crafts as well as activities for older children as well as being a quieter space for study.

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

The setting is kept locked with keys kept out of reach of young children, but accessible for an adult in an emergency. I risk assess the setting on a daily basis, and trips away from the setting as necessary, for potential hazards and act on these as appropriate. I have a safeguarding policy and have completed several safeguarding courses. All people resident at the setting over the age of 16 hold a clean DBS (Disclosure and Barring Service) check. The setting is registered with Ofsted and at my last inspection I was graded as "Good" Dietary requirements and allergies are taken into account and regularly discussed with parents. Accident/Incident/Medication forms are completed with copies to parents.

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

Verbal feedback at each collection time as well as a facebook page (private group purely for current parents) to share activities, experiences and any important news, as well as regular newsletters. Learning journeys are completed for every early years child, using an online platform called Tapestry - this contains photos, video and written observations of what each child has been doing that is linked to the EYFS (Early Years Foundation Stage) showing that I follow the early years curriculum. The learning journey also contains regular summaries, two year progress checks, and trackers that allow me to check your child's progress and plan activities based on their individual needs. Parents are able to view the learning journeys at any time and comment or add their own observations.

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

I work closely with other childminders in my area and meet up with them regularly at Toddler Groups, Recreation Grounds and the Sure Start Centre. We share training days and ideas as well as supporting each other. I share care with other childminders and regularly discuss how we can both work together to support the child. When a child attends a new or additional setting such as pre-school I introduce myself to the setting and encourage them to work with me to best support the child. For children aged 2-3 I provide the Health Visitor with a written progress summary for the two year check and will attend the meeting if possible.

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

I have 4 years childminding experience, with 5 years prior to that privately childminding with family members and friends on a reciprocal basis. I appreciate the importance of understanding SEND and will attend any relevant training specific to your child's needs. I have had Paediatric First Aid training, as well as Epipen training. I am experienced in dealing with Asthma, being both a sufferer myself and my family.

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

Through learning journeys and asking for regular feedback from parents on their child's current interests and observing/talking to the child at the setting i will plan appropriate activities that can be adapted to allow inclusion of all that attend the setting.

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

With parental permission learning journey's will be shared with either pre-schools or schools and where possible I will arrange to visit these settings with the child.

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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. 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 they are listened to and respected.