

The Local Offer

Name of Setting: Lime Tree Day Nursery Sileby

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Name of person to contact: Amber McAlear

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

We have an open door policy at all our Lime Tree nurseries. We welcome all families to come and visit our setting, to meet our staff. We can be contacted via telephone and email at any time during our opening hours (7.30-6). We have an easily accessible website, containing information such as our Ofsted report, our aim and vision, our caring team and our photo gallery. There are also links to our Facebook and Twitter pages. Our management team will provide you with a detailed prospectus and answer any queries that you may have. On display in our reception area is a 'parent's voice' display, showing numerous feedback from parent/ carers and children.

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

Parents and their children are invited to attend pre visit sessions. The first visit is to meet all the staff in the room and find out vital information about the child. We will then work together with the families to arrange further visits, these are flexible and work around the child's routine. We have an 'All about me' booklet which we ask every family to complete. This contains important information such as the child's family details, their preferences, their specific needs, whether any professionals are involved and if they need additional support. Parents are asked to provide family photographs and comforters to help their child settle and feel 'at home' whilst at nursery. Children are assigned a key person once they have settled in. This member of staff will be based on whoever the child bonds with most in their room, taking into consideration the parents views and preferences. The key person will complete a 'settling in' sheet, after 6 weeks of the child starting. This will give the parents reassurance of how the child is settling. Children will have their own peg and where possible a drawer. This will be easily identifiable by a name, photograph or picture symbol individual to the child.

How accessible are your premises?

Our premises are based on two floors. The ground floor is easily accessible for wheelchairs and pushchairs. The flooring throughout the building is a flat lino. The office is based within the reception area and there is always a member of the management team available. Our premises and staff are adaptable to all circumstances. We have a 'buddy' system in place for any parents that would not be able to access the first floor. Where available the 'buddy' would be the child's key person. The 'buddy' will collect the child from the parent in the morning and also bring them down at the end of the day. We have low child friendly toilets and hand basins. These can be easily accessed by all children. We also offer nappy changing facilities for children aged 0-5 years. We use visual aids, signs and notices around the nursery to support parents and carers.

How will you keep my child safe?

We have numerous security cameras throughout the nursery rooms, corridors and outside areas. These are linked to a viewing screen in the main office and can be viewed by management at any time. Our main nursery building is accessed from a gate and a door, which is kept locked and is only accessible via a key fob system. Parents and carers are able to purchase these for easy access. A member of management is always based in the nursery office to answer the door to any visitors. All visitors are asked to sign in and out of the premises. We use a password system for any unfamiliar family and friends wishing to collect a child. This is clarified with the parent/carer. All equipment and play areas are checked before and after play for any defects and for cleanliness. Equipment used is always age and stage appropriate, and where needed resources can be adapted to suit individual needs. All staff employed have a CRB check and have undergone Safeguarding and First Aid training. We have a named Safeguarding representative and First Aider. We always adhere to staff to child ratios to ensure child safety. If any additional support is needed for a child with SEND then this will be offered.

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

Where possible the child's appointed key person will feedback information at the end of the session. This will be done either verbally or written. We can provide diaries and email feedback for parents/carers that are unable to collect. Parents can ring during the day for reassurance and to check how their child is settling. We take photos on the iPad of the daily activities and these can be shared with parents either at the end of the day, via email or within the child's 'Learning Journey.' Each child has their own 'Learning Journey.' This is a collection of observations and photographs of the child's experiences and learning opportunities that have been offered. This will also record their development during their time at nursery. An 'Early Learning Guidelines' booklet is completed and this will help identify any additional support that may be needed. We also hold regular parents evenings where parents can access

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the child's learning journey and discuss their child's progress.

How do you work with other professionals?

We are very familiar with working and liaising with outside agencies and other professionals. We welcome them into our setting and work closely together following any guidelines or programmes set for the child. We have an appointed Area SENCo and they are available to give us any advice and guidance that we may need. If we have any concerns about a child's development we can make a referral to the Early Years Specialist Teaching Service or for a specific area we can make a Single Point of Access referral. All referrals are made with parental consent. We have held a number of Early Years Support meetings within our setting and have also reviewed IEP's with other professionals. We are happy to work together with other settings such as child minders and preschools, sharing information and working on individual targets.

What training have you/your staff had in SEND?

All staff employed have knowledge and experience of working with children with SEND. The majority of staff are qualified to NVQ level 3 and are studying the foundation degree. A number of staff have also completed additional training so they are able to offer additional support and knowledge. We have a SENCo, Amber McAlear, and a supporting SENCo, Gemma Leader, for our setting. Amber has attended all the appropriate SENCo training and Gemma is in the process of updating her SENCo training. From this, they have attended regular network support meeting and kept update on any changes to policies and procedures. Amber has over a year experiences in the SENCo role and 10 years experiences working closely with children with SEND. She has completed training courses including understanding the role of the SENCo, recording observations and individual learning plans, behaviour management, sharing concerns with parents and carers and equality. To support children with their speech and language development, ECAT training has been cascaded to all our staff in our monthly staff meeting. All staff have undertaken safeguarding training and ensure that they meet the needs of individual children. All staff have a great understanding of their role with regards to a child with SEND and are able to maintain a high standard of good practice and confidentiality.

How will you adapt play opportunities for my child?

We will endeavour to adapt play opportunities so that all children are able to participate. We will ensure that all equipment and resources are age, stage and ability appropriate. If possible we will request any additional equipment to be ready before the child starts with us. We work closely with families and other professionals to ensure the equipment is being used correctly and safely. Where possible we will offer 1-1 key person time and small group time, this will support the child and assist their development by making them feel secure and comfortable in their surroundings. We will plan for the child's needs and interests by bonding with the child, observing them in every day play, using their 'All about me' booklet and by speaking to the parent.

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

We will offer full support with the transition to school to all parents and children. We will arrange visits to the school and invite a teacher or representative from the school into our setting. We will continue to liaise with professionals and arrange a meeting with all involved in the child's welfare. We will plan the transition process together and agree to any action to be taken. We will offer lots of resources and role play opportunities leading up to starting school. We will offer a variety such as a role play classroom, stories about starting school, dressing up in a uniform and group discussions. We will ensure all documents are up to date and forwarded to the school, including summary reports, a current IEP and a transition to school report.

How will you and I know how my child is doing and how will you help me to support my child's learning?

Feedback is given on the days experiences at the end of every day. This is done verbally or written depending on the family's preference. Once the child has settled (after approximately 6 weeks) staff will complete a settling in sheet. This will show how the child has settled and what they enjoy during their time at nursery. An Early Learning Guidelines booklet is then completed by the key person, this will highlight any areas of concern. This will immediately be discussed with the parent and an action plan will be made if needed, including contacting any other professionals. A detailed progress summary will also be completed and reviewed by the parent. We have regular parent's evenings where staff and parents can share information and view the child's learning journey.