



## **SEN and Disability**

## **Local Offer: Early Years Settings**

Name of Setting: Time 4 Nursery

## **The Setting**

The setting is a private day nursery which is open all year round. We cater for children 0/5 years, we also have an after-school club in Overton who cater for 5/11 years.

The setting is registered to take 43 children, this is spread between 3 rooms 0-5 years (10) 2/3 years (16) 3/5 years (16) and the after-school club can take up to 26.

The setting is held in its own grounds and has plenty of outdoor space which includes an adventure garden and a sensory area.

Each room has a team leader which is supported by fully qualified practitioners who each have keyworker children who tracks and logs to progress of each child.

The setting provides good support for SEN with regular contacts with outside agencies and schools in the local area.

## **Accessibility and Inclusion**

The setting is accessible by a side entrance off the main road, it has wheelchair access through the ramp on the side door and also patio doors which can be accessed with a wheelchair.

There is a large carpark where parents can pick up and drop off easily and safely.

The toilet facilities for 0/2 and 2/3yrs are on the ground floor, the toilets for 3/5yrs are upstairs.

All policies and procedures are available and accessible to all parents and staff in the main entrance. There are lots of information and displays for parents to see throughout the building. If English is not the first language of the family then the setting will access outside help and support for translation etc.

Our pre-school is situated on the second floor, to cater for children with mobility disabilities we utilise both the 2/3 and 3/4 rooms by swapping to make wheel chair access available for children of pre-school age so they can interact with their peers.

All toys and equipment are easily accessible at the children's level and clearly labelled with pictures and names to make them easy recognisable.

All furniture is high quality and at the correct height for children. In our 0/2 yrs room we have a self-contained kitchen area where food and bottles can be prepared, there is also a comfy/quiet area for the babies to relax and have their bottles, also in this area are cots, comfy nests and beanbags for the babies to rest, this area is monitored at all times and the sleep pattern is logged.

## Identification and Early Intervention

The setting allocates each child with a key person who observes and monitors the development of each child, this is recorded and shown in their learning journeys.

All parents fill in a baseline tracker when they join nursery, so the practitioners know and understand at what stage of development the child is at.

With each monthly planned activity has a speech and language activity incorporated in it so the key person can track their progress and can plan for next steps.

If children are recognised as having additional or special needs the parent is invited to attend a meeting with us where the relevant advice and support is offered, and outside agencies may be contacted. The setting will arrange regular meeting with the parents and outside agencies to set TLP plans for the key person to follow.

All information is shared with the parents and they can enquire about their child's development at any time. Parents are involved in all decisions made for the child and are always invited to CAF/TAF meetings.

## Teaching and Learning Part 1 – Practitioners and Practice

The nursery follows the EYFS which is a set of statutory standards that all early years providers must meet to ensure all children are supported to develop in all areas of their development.

All practitioners are trained at N.V.Q. Level 3 or above and all areas of training is ongoing with first aid and safeguarding always maintained.

The 0/2 yrs room is set in 4 areas comfy/sensory/physical/exploratory they are all enhanced with additional toys to extend a child's learning and all age appropriate.

Our 2/3 yrs room and pre-school are set in 10 areas of learning which these are also enhanced for the children's learning and abilities, extra equipment will be purchased if according to the SEND requirements of individual children.

Children are taught through age appropriate planned activities which are extended through children's interests. Their development is recorded against the ages and stages of the EYFS.

Parents are informed of children's learning through activity plans and enhancement plans on the parents notice board, and through regular news letters of what is happening within the setting. Parents are asked to contribute to any activity, visit or outing. They are also asked to support their learning by taking part in our letter of the week activity, monthly home link worksheets and P.E sessions The setting has an open door policy where parents can call in at any time with requests or information sharing, about anything that is happening in the setting.

## Teaching and Learning Part 2 - Provision & Resources

Resources in the setting are chosen by the practitioners, to enhance their planned activities or to help children with SEND.

The setting has a manager and deputy manager who are supernumerary to assist with any extra support or help for practitioners or children with SEND or to allow the key person to spend time with the relevant professional who attends the setting for individual children.

The setting has 1 manager/1 deputy manager /11 qualified staff at level 3/1 apprentice/1 cook-cleaner.

All practitioners are first aided, and we have most practitioners safeguarded at level 1 or level 2. We have nominated officers for different responsibilities where they are all trained to understand their duties within that area.

When outside trips or visits are arranged a risk assessment is done before hand to allow time to make adjustments or access extra support as ratios differ when off the nursery premises.

## Reviews

Parents are kept informed as much as possible about how their child is doing by giving settling in reports 6 weeks after the child has joined nursery and a progress report and full area report is submitted every 6 months apart.

Children's learning journeys are available at all times to parents, these show the child's progress and their stages of development. Their key person is available at all times if the parent wants to discuss any concerns or to ask any questions about their child's learning journeys.

The setting records all observations and each key person assesses their child against the EYFS tracker/statement book, this at a glance shows where the child falls into with their development. Each learning journey as a EYFS development booklet inside which shows parents the ages and

Stages that their child should be at, each key person highlights the booklet once a term to show where the child is up to. If they fall below their age bracket, then extra activities and support can be provided to support the child.

There is a notice board outside every room which provides information of what is going on each week in the room and what area of learning the activity will be in.

## **Transitions**

When a child is registered to start at the setting parents are offered a settling in session prior to starting, the parents are welcome to stay, or they can leave the child for an hour or so. A baseline tracker is also completed and "All about me" booklet filled in, this will provide the key person with information on their home life and where they are in their development.

When a child is getting ready to transition to the next room they will have little taster sessions in there, so they can get to meet their peers and begin a bond with their new key person.

When the child is due to start school, the setting supports the parents in decision making, making the right choice of school for their child, we offer information on local schools in the area and offer support on school visits.

School teachers are welcome to visit the setting to get to know the child in familiar surroundings, chat with the key person about the child's individual needs and look through their learning journeys and any actions plans that are set in place.

If a child moves onto another setting then the key person will give a "New Setting" booklet to them, this will give information to their new keyperson about the child's likes and dislikes.

## **Staff Training**

All staff are paediatric first aid trained, most staff have CAF online training and all team leaders and managers are safeguarded at level 2 and other practitioners at level 1.

All staff are given the opportunity to take training to the next level when the financial budget allows, these are ongoing and are available to all practitioners.

We also are registered with an online training company where staff can complete regular training in all areas in house or at home.

The setting is in constant contact with all outside agencies who are there to help and support the setting with advice on action plans and extra activities to promote a child's needs.

Since the setting opened we have had various children in our care requiring SEND or extra support for behaviour needs, disabilities and long-term illnesses, these have been supported by all relevant outside agencies.

## Further Information

Contact can be made with the setting through contacting the partners Sarah Rodriguez and Laura Morgans/ the manager Lisa Mooring or Deputy Manager Pippa Day, by phone on 01524 851288 or email [time4nursery@gmail.com](mailto:time4nursery@gmail.com) or our website [www.time4nursery.co.uk](http://www.time4nursery.co.uk)

If a parent would like to discuss any aspect of their child's development they can collect their child early and speak with the key person, if they want to discuss anything in more depth or that maybe private then a convenient appointment can be made with the keyperson and the manager, these matters and kept very professional in a private and confidential manner.

If a child has support from any outside agencies then they too will have a part to play in the child's development, they will support the key person with action plans or activity ideas.

If parents are unhappy about any aspect of their child's care they can talk to the key person or managers by contacting the office to arrange a convenient time to hold a private meeting.

The setting has an open door policy where people can call at any time for information or to look round the Nursery. All we ask is if they avoid the lunch time 12.00/2.00 whilst most staff are engaged in serving lunches and feeding babies etc.

For any queries or questions parents or potential parents can contact the office via phone/ email or call into the office between 8.30/6.00pm where someone will be happy to assist in their enquiry.