



SEN and Disability
Local Offer: Early Years Settings

Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

The Setting

The setting is based in the Community Centre at Astley Village. We operate a forest school for 3 full sessions per week.

Opening Hours

Monday – Friday

8:30am – 3:30pm

Term Time Only.

Places Available (Based on room size)

Main Room 121m squared

Small Room 36m squared

- x6 Under 2's (based on 6 x 3.5m squared = 21m squared)
- x8 2 Year olds (based on 8 x 2.5m squared = 20m squared)
- x18 3-5 year olds (based on 19 x 2.3m squared = 44m squared)

Children are organised in one large room for much of the day although we do have a quiet room for intervention and quiet work. We pride ourselves on our holistic ethos in developing well rounded children who are free to explore in the woods, whilst also engaging in structured activities within the setting.

The setting is managed by Debbie Carling who has a Post Graduate Certificate in Education and Early Years Teacher Status. The Deputy Manager is Kylie Stott who also has a Post Graduate Certificate in Education and Early Years Teacher Status. Both Debbie and Kylie are responsible for the SENCO role.

Accessibility and Inclusion

At **Astley Village Nursery** we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

Our practice reflects the children within the setting and we promote the wider world through play, forest school and personalised individual holistic activities.

The setting is based on one level and currently we have people picking up children in wheelchairs who have found us easily accessible. There is ample parking both to the side and at the front of the building with disabled parking available. There is a quiet room and we go the woods several days per week where children have the opportunity to take themselves to quiet locations where they can reflect and find their own serenity. We try to keep our environment as natural as possible indoors as research suggests that too many bright colours and clutter can be over stimulating. We have also reduced the amount of plastic within our setting and replaced with natural objects that create a multisensory experience for the children.

The rooms in the nursery consist of both carpet and non-slip flooring.

We regularly review equipment to ensure safety indoors and outdoors.

We are currently rebranding our nursery to reflect the forest school element and ethos of our setting. The new website will include all our policies that will be easily accessible to our current parents and the public. Currently our policies and procedures sit in our reception where they can be viewed by parents at all times. We pride ourselves on our family like relationship with our parents, whereby we are available to keep them updated verbally on any changes that take place.

Information is available upon request in differing formats such as font sizes and languages.

Due to the pack away nature of our setting, the environment is designed based on the children's requirements at the time. We change the environment daily and like to meet the needs of the individual child.

All our equipment is labelled to give a visual indication of what resources are available in different areas. This encourages language development and fosters independence.

All of our activities are done at child level or on the floor which assists physical development.

Identification and Early Intervention

Having 2 qualified teachers with Early Years specialisms we feel that we are able to identify when a child is not meeting developmental milestones.

We track each child's individual progress using the key person system and because we are a small setting based mainly in 1 room, all the staff know all the children and their capabilities. Should we feel that a child is not achieving we speak to parents and will put intervention and monitoring strategies in place. This includes Targeted learning plans (TLP's) for those children that we are concerned about. Should we not see an improvement over the intervention period we will put through a request for guidance to the area SENCO and follow our SEN and Inclusion policy.

Our 2-year checks are very stringent since these are statutory requirements. We carry out our 2-year checks as an integrated review in a meeting with the parents of the child. We also try to include the health visitor where ever possible. If any party has concerns, then further steps are taken to address the issues.

Should a parent have any concerns about their child they can be raised at any point with any member of staff, or they can speak to a member of the senior management team. In addition to this they can be addressed at parent's evenings, stay and play sessions or via Tapestry.

Teaching and Learning Part 1 – Practitioners and Practice

We follow the EYFS and like to focus on the COEL due to our holistic ethos. In the setting we have all the areas of learning set out as set out in the EYFS and enhance areas based on children's individual requirements at the time. This could be based on schemas displayed, interests, forest school experiences or to develop their characteristics of effective learning. All staff are aware of three different types of play, where child led play is uninterrupted by adults, Playful Learning – where staff are invited to play with children and model good play, Playful Teaching where staff provide activities with a specific outcome in mind. Sustained Shared Thinking is on every planned activity template and staff are always scaffolding the discussions with children either individually or group, to lead the children's thoughts and talk to further. Differentiation of activities is crucial within our setting due to the mixed age group nature of the room. Therefore, any child, of any age can sit down and join in with an activity regardless of age, developmental level or ability.

We baseline assess every child within 3 weeks of commencement at the setting. We also baseline termly and moderate the developmental progress of all children. Parents are invited to attend parents evening and they are also provided with yearly reports. In addition to this they can monitor their child's progress via Tapestry at any point in time. Using Tapestry is crucial for communication and Next Steps with our children, but also it gives the parents the opportunity to see their children's Next Steps and what they'll be working on in nursery. The parents can add their own observations from home, and the Key Person can then link their learning outside of the setting to the EYFS, thereby giving a well-rounded view of each child's development.

We take the Key Person system very seriously and have researched this topic a lot of ensure our children have the best possible start at our setting and develop secure attachments quickly. We do NOT assign a Key Person before the child starts. We wait until the child has had a few sessions and see who they bond with/attach too best. Which personality of which member of staff is best suited to that child. Then we allocate the child a Key Person. The Key Person is responsible for planning for that child's

development, personal care of that child, and tracking their progress. However, in our setting we all know all the children well, and each of our children have a secondary Key Person who is available when the other isn't, but they're also used to moderate the child's baselines and share ideas/thoughts about that child.

Children are always asked their opinions and views on things we do in the nursery. A prime example of this is after a Forest School session, all the children stand around the fire circle and individually reflect on the session.

Teaching and Learning Part 2 - Provision & Resources

Resources are available for the children based on their individual schemas, interests and developmental level.

All practitioners are encouraged to work with external professionals who visit children in the setting and are supported by the SENCO. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make adjustments to provide this. We look to provide additional support and flexibility, using supernumerary staff as and when appropriate.

In our setting we visit our local area weekly. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. If required, we make adjustments when planning trips to ensure that the places we visit meet the needs of the children attending our setting.

As a setting we use our AEN money to provide additional resources, training or experiences for the children within our care. This allocated to our setting as part of the free early years entitlement funding. The allocation of this funding is determined by staff members at team meetings based on the needs of the children in our care. If we request additional inclusion support, the additional funding can be applied for to purchase resources or additional support staff if necessary.

Parents are always welcomed on any trips out and we hold weekly stay and play sessions in the forest for parents to bring along siblings and gain a better understanding of their child's education within our setting.

We are very lucky to work in partnership with Edge Hill University and Liverpool Hope University and have 2 qualified teachers and early years specialists on our staff team.

REVIEWS:

Parents are welcomed to discuss their child's progress at any time with a member of staff of their choosing, be this their child's key person or a member of the senior management team. This can be done formally or informally. We send out regular newsletters to our parents and post daily on our Facebook and Instagram pages. Sometimes this is relating to activities that the children have been doing and sometimes this is regarding early childhood development and what they can do at home to assist.

We regularly invite our parents in for special events and stay and play sessions giving them additional opportunities to speak to staff about their child.

All of our children's online learning journeys are available to access 24 hours a day by logging into their own Tapestry account which is set up during the settling in period. We also hold parents evenings where parents are invited to discuss their child's learning and development.

Transitions

When a child joins our setting, we have a settling in period where parents are first of all invited to stay and play with their child. Children then attend for several phased trail visits before they commence their nursery hours. To assist with the transition from home to nursery we ask parents to bring in a selection of items and photographs from home so that their child has a go to box of familiar objects and faces from home.

If a child comes to us from another setting we strive to obtain as much information as we possibly can from their previous setting to assist us with the transition.

When preparing a child for school we contact the school with a transition report and invite them in to observe the children in a comfortable and safe environment. We also prepare them through activities throughout their last term in school ready for the big day!

Staff Training

All of our staff are trained to at least Level 2. Our senior managers are trained to post graduate level. We have 2 staff members with Early Years Teacher Status and one with a Science Degree. All staff carry out continuing professional development, some online and some face to face. We encourage all of our staff to build upon their skills and keep up to date with changes and research.

Further Information

Further information can be obtained from Debbie Carling or Kylie Stott on telephone number 01257 260 377.

We encourage parents and potential parents to call into the nursery at any time convenient to themselves. They can also attend our Forest School sessions on a Monday or Thursday should they so wish!

We are also contactable via our Facebook page or via text on 07588 528 128, or email at enquiries@astleyvillagenursery.biz

Specific staff can be contacted at pick up and drop off times or by formal appointment upon request.