

## **Pollywiggle Day Nursery (Mexborough Children's Centre)**

### **Brief description of the setting**

The setting is situated within Mexborough Children's Centre in the heart of the local community. We provide care for children aged 2 – 5 years. The setting is one room based with a large outdoor area and toilet and changing facilities based within the room. The nursery can take 20 children at any one time and we operate on sessional term time sessions; 3 hours in the morning and 3 hours in the afternoon. The setting and the children's centre is on one level making it accessible to all of its users. Our ethos for the setting is 'a home from home environment where children learn and grow'. The setting has an Ofsted rated 'good' judgement from June 2015.

### **How we identify if your child may need additional help and/or has special educational needs (SEN)**

Each child who starts at the setting is assigned a key person and buddy. It is the responsibility of the key person to observe and record their key children during play, plan purposeful activities and track children's progress. The setting manager has an overview of each child and key person and to ensure they are receiving appropriate teaching and support the manager and key person have a supervision meeting every 6-8 weeks. During the supervision the staff discuss each child in detail whilst looking at tracking data and the age range of activities that have been planned. If a child appears to be maintaining in their learning or if making little progress this could be an indication that a child may need additional help or has SEN. Child may be identified as having difficulty in one or several areas. In addition to the supervision; if a key person has any concerns regarding a child's development they can speak to the manager at any time. Early identification is what we strive towards and therefore support can be planned and implemented at the earliest opportunity to improve the child's outcomes.

Other identification information we will act upon is if parents have any concerns regarding their child's development and any information given to us by outside agencies for example the Health Visitor during the integrated review or social care.

### **How we involve parents and carers in meeting the needs of their child and in whole setting developments**

Parents are always the first port of call after discussion between the key person and manager has taken place. Parents are invited in for a face to face meeting (with the key person and SENCO/manager) where the nursery concerns are explained and parents are asked if they have noticed similar things at home or if they have any concerns regarding their child's development. During this meeting an informal action plan is devised and agreed to decide the support that will be offered to the child. This could be a referral to speech and language or a personalised plan that will last for approximately 6 weeks that will have targeted support offered. The setting will always ensure they gain consent from parents before moving forward and ensure parents understand what has been said and agreed. Parents are always kept fully informed of their child's progress and regular meeting are held to discuss this. Where the child continues to make no or little progress this will be discussed with

parents and consent gained to refer into outside agencies. Parents will always receive copies of any paperwork regarding their child. Parents will always be encouraged to contribute to plans and suggest equipment of their child's interest that can be introduced into nursery to enhance learning.

### How we will involve your child in the planning and review of their support

Children who are older in the setting and have a good understanding and have good verbal communication skills can say what and how they want to contribute to the planning. Younger children and children who have little/no verbal communication are involved by gesture and facial expression. The key person and the parents play a vital role in this situation as the plan is devised uniquely around the individual child and is around what they like and where they like to do things. Children will always have things explained to them and will never be encouraged to participate in anything that would cause distress.

### How we match the curriculum, teaching and learning approaches if your child has SEND

Teaching is adapted specifically to the child's individual identified need/s. The learning outcomes of the EYFS are broken down into targeted and realist short term steps. Specific personalised plans are created and the key person will deliver and teach around the steps. Suggestions from outside agencies such as speech and language will be added to the personalised plans and this will reflect in teaching; ensuring this is an all-around approach to supporting the child.

### How we provide additional support if your child has learning needs

Target support will be agreed and a realist time scale will be added to additional support. For example if a child was having difficulties with hand eye coordination the activity could be supporting to place shapes in a shape sorter. This would be done on a one to one basis and this could happen for 5 minutes per session or until the child successfully place 1 shape in the sorter 3 times. This would be delivered by the key person and would be reviewed once the child was successful and consistent in doing the short target set.

### How we provide additional support if your child has social and communication needs

Children who have communication and social needs will have interventions based around advice from the speech and language therapist. Early identification will be supported by simple steps based around the outcomes of the EYFS and children's current attainment levels.

### How we provide additional support if your child has physical, sensory and/or medical needs

Children with identified medical needs cannot attend the nursery unaided until staff have had training on how to administer medication and a health care plan is completed. Health and care professionals will be contacted to visit the nursery and provide exercises and support for staff as this is their expert field. Staff will then be

able to support and provide exercises for children that are safe and are beneficial to supporting the child.

### How we provide help to support your child's emotional health and well being

Children will be supported through the PSE outcomes and components of the British values. Children are supported to share, be kind, listen and are support to understand that their opinion matters and is valued. Children are supported to play alongside their peers and form secure attachments with their key person. Staff use resources such as photographs, teddy bears, mirrors and flash cards to support emotion health and well-being.

### How we promote developing independence

Promoting independence is an area staff at Pollywiggles really encourage and support. Throughout the nursery session we do this in a variety of ways including: self-registration; children are encouraged and supported to find their own photo, take it to the peg area, choose a peg and stick up their photo. Self-serve at snack, including washing their own hands, getting their own plates and cup; choosing foods and placing this on their plate. Finding their own bag at nappy changes. Placing on their own coat and shoes for outdoor play. Exploring the nursery independently including opportunities for risky play.

### How we measure and review your child's progress against their targets and longer term outcomes

Children are tracked on entry and then every 4 month thereafter. This will give a good indication against long term targets. Short term targets are reviewed every 6 weeks during multi-professional meetings with parents. Children's progress is discussed and actions to develop the child further will be agreed.

### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The setting will be adapted to suit the need of individual children. The setting currently adopts a fun on the floor approach where the majority of the activities are on the floor. Each area has a Makaton symbol with words to clearly identify the area of play. Photographs are displayed to celebrate different cultures, religions and disabilities in a hope that each family is made to feel welcome. The nursery is all on one level so it is easily accessible to all our users and risk assessments are completed daily to identify and eliminate risks.

### How we include children with SEND in the life of our setting

Pollywiggles is a fully inclusive setting where children are identified as individuals and are all given equal opportunities to participate, learn and develop.

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

All staff at Pollywiggles have a basic awareness of SEN. This has been delivered by the nursery manager in line with the SEN code of practice and the settings policy and procedure. The setting currently has 2 SENCO's who have completed the training through the local authority. Additional to this there is one member of staff who has Makaton training up to level 8. The staff team have a breadth of experience of working with children who have SEN. Staff are very enthusiastic about additional training. As a result staff have received additional training to meet the needs of children who have passed through or are currently at the nursery. Staff will always attend additional training if this is in the best interest of the child. For example staff have had additional training on visual impairment, epilepsy and epi pen training. This is always delivered through specialists outside of the company.

### External support and expertise we can call upon to help us to meet children's need

At Pollywiggles we have the support from the area SENCO based within the local authority. Additional to this we will contact any agency that is involved with a child including health visitor, portage, speech and language, physio, OT, VI, paediatrician and other health professionals.

### How we prepare children to join our setting

Children and parents are given a tour of the setting where parents are encouraged to ask questions and discuss their child's needs. If Pollywiggles is the chosen setting for their child, parents must complete a registration document to secure their place. From here parents and children will be asked into the setting to meet their child's key person and complete an all about me form. The parents and key person will agree a period of transition visits that are best suited for the child. This could be attending the setting for an hour with parents been there, moving onto having an hour visit where the parents leave the room for half an hour and so on until the separation is gradual and the child is settled and formed secure attachments with their key person. This could continue for a week or could be a month dependant on each individual child. The child and parent receives a transition document with photographs on of their key person, other staff in the setting and the environment. Staff at the setting are gaining as much information from the parents each time they visit. Children who require medical attention will not be able to start the setting without appropriate staff training first to ensure the child is safe within our care. A pre-entry meeting will be arranged for all professionals and parents to attend approximately 1 month after the child has started.

### How we prepare children to move on from our setting

Transition is a key point in a child's life; at Pollywiggles we want children to have a smooth transition from setting to setting. To do this we invite the new setting teacher to a meeting with parents to give them back ground information about the child and share any interventions and strategies that we have put into place. A member of staff will visit the new setting and take photos of the staff and the environment and make a transition book for the child. The teacher is then invited into the setting to read a story or complete an activity with the children so that they are familiar with

them. Intensive visits are arranged to the new setting where staff from Pollywiggles will accompany the children to the visit. Pollywiggles interacts with local schools throughout the year including inviting choirs and bands into sing and play and us attending sports days and concerts so that children have experiences with the local schools.

### How we deploy our resources to meet the needs of children with SEND

Resources are deployed on an individual basis to best suit the child and their need.

### Contact for more information

For up to date contact information, please use the Childcare and School Search on the home page of the Families Information Service website.