

Warmsworth Community Preschool

Brief description of the setting

We provide care for children aged between 2 and 4 years old.

We have places for up to 15 two year olds and 18 three year olds.

We are open Monday to Friday 9.05-12.05 and 12.05-3.05, term time only.

We offer a fun, play based environment where children are given the opportunity to experience and explore a huge range of creative and physical experiences freely which helps to develop their independence, support their language development, extend their social understanding and basically learn through experience and fun.

As our children are of mixed age, they play as a mixed group which helps to develop our older children's understanding and empathy and supports the growth of our younger children.

We have 12 practitioners that work at our setting.

The children do certain activities throughout the day where they are grouped within their age/peer group and are able to explore different areas of their development at a level that meets their needs.

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

Before your child access' any sessions at pre-school, you are invited to visit the pre-school for taster sessions over several weeks. During these sessions a pre-entry meeting is completed.

The pre-entry meeting is an opportunity for the setting and for parents to have a conversation about their child. We complete an 'all about me' document, collating as much information about the child as possible and we complete a language assessment using information from parents.

It is at this meeting that parents have the opportunity to discuss any concerns or worries they may have about their child's development. Information is also gathered from any 2 or 3 year old assessments completed by health visitors.

Once a child access' sessions we begin by observing the child through their play and making assessments. We then plan activities/resources and environments using parental information and our own observations to help develop each child further. Children are then assessed again to look at what progress has been made. This can take between 6-12 weeks depending on any concerns raised by parents or staff.

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

We hold termly parent evenings as a formal opportunity for parents to liaise with key staff and senior staff, but we have a very much open door policy and a member of the senior staff team is always available at each session to talk to parents.

Through our entry requirements we are able to have purposeful discussions with parents about their child, and their expectations short and long term.

Child play plans are shared or discussions take place with parents about the areas

of learning that we are working towards in the setting for each child and parents have the opportunity to contribute to it.

Newsletters are sent out each term detailing events and general information/plans for the setting.

Children with SEND have SEN support meetings and a SEN plan, where everyone involved with the child has the opportunity to review and assess the child's needs and support. These are held every 6-12 weeks depending on the needs of the child.

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

A child's interests and needs are always at the heart of what we plan for them. This is tailored and planned for through our key person system.

Each key person observes the play of their children on a weekly basis, noting interests, development and any areas that children may be struggling with or may be avoiding. This then helps the keyperson plan for the children's individual need.

Children with SEND are involved in exactly the same way and observed on a weekly basis by their keyperson.

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

Through the EYFS, teaching and learning approaches are differentiated to meet the needs of each child. An activity may be delivered differently, using a different approach and language, additional adults to help facilitate and using visual cues and providing adaptations and equipment if necessary to enable each child to be involved in activities with their peer group.

How we provide additional support if your child has learning needs

Activities are tailored to each individual child's level of need and their interests. Activities are differentiated and additional adult support is provided to enable children to be involved in smaller groups or one to one activities where each child has the opportunity to focus and learn in a calmer environment. Regular communication between the setting and parents is an important part of meeting each child's needs and provides continuity and consistency between the home and the setting.

Support can be sourced from outside agencies such as Speech and Language Therapists, The Pre-school Inclusion and Portage team, Health Visitors and Paediatricians for example to help our setting ensure that each child is receiving the right care to meet their needs.

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

We liaise with all the agencies involved with your child already, or gain the input and involvement of agencies if not already involved. This helps us to gain a better understanding of your child's needs to enable us to support them successfully.

Again this may be The Pre-school Inclusion and Portage Team, who offer advice, training and recommendations to help us to meet your child's needs. Speech and

Language Therapist who will set activities and targets for the setting and for yourself to deliver.

Through a personalised plan we will target areas of development such as speech, understanding and social interaction.

If your child requires additional adult support over and above general staff ratios, we can apply for an intervention allowance from the local authority enabling us to provide additional staff members.

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

Additional support can be provided by making adaptations to our environment, providing additional equipment where necessary and providing additional adult support to enable your child to access our setting.

Again, we would have the full involvement of any outside agencies that also support your child.

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

Our key person system plays a huge part in meeting your child's emotional, health and well-being needs.

Establishing a positive relationship between each child and their families helps us to create a safe, stimulating and nurturing environment. Through life based activities and play areas, we create environments that the children can relate to and have access to at home, such as a home corner, dolls, books about everyday routines and events. We have games that promote the understanding of families and social structures, job roles and people that help us.

We teach the children about personal health and hygiene through doing and talking about it and teach the children how to look after themselves.

How we promote developing independence

Developing a child's independence is a fine line between teaching, modelling, showing and between letting a child 'have a go' when we think they are ready. We have a high adult: child ratio in our setting.

Each session there is a member of staff facilitating the snack table, where children can access food and drink for most of the morning. This is a fantastic opportunity for them to learn different skills such as cutting, spreading, pouring and particularly sharing with and helping our peers.

There is always a member of staff covering the toilet area, where children are encouraged to be independent with their toileting needs but always have adult support if they need it. They learn how to wash and dry their hands and why we wash and dry our hands.

We work with parents when they feel their child is ready to begin toilet training and do it at whatever pace is best for the child and the family.

Children have opportunity to learn to dress themselves, put on and zip coats up, pull trousers and tights up and put on their shoes.

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

Personalised plans detail long term outcomes for a child. The plans also detail what short term outcomes and targets are to be set to help achieve the long term outcome. Personalised plans and play plans are reviewed every six to eight weeks to see if their short term targets have been achieved.

The targets set must be achievable and specific to your child's needs. The outcomes from each target have to be measurable so we can see what progress your child has made in the 6-8 weeks review period.

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

The learning environment at our setting is adapted each day as we have different children on a daily basis.

All of our furniture is moveable and we can create different play spaces to meet individual need.

Daily risk assessments are undertaken for all our areas of play, and if children require specific adaptations or equipment the installation and use of these is also risk assessed.

All staff hold paediatric first aid certificates and where any specific training is necessary it is sourced and implemented.

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

All children are included in the life of our setting as the children make the setting what it is.

The setting evolves each year due to the children that access it each year. We have children that access our setting with a range of different needs and each year we learn new skills and new ways of meeting children's differing needs, which contribute to its life and its growth.

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

The setting SENCO has undertaken SENCO training with the Local Authority. This enables the setting to target the right support for each child should additional help and advice be required to enable us to support the child.

We have several members of staff that have worked with children with SEND over the past eight years and have supported children during sessions to enable them to be involved and included in aspects of the setting that they may not be able to access independently.

Several members of staff have undertaken basic Makaton training and basic British Sign Language. Makaton benefits all of our children especially children with limited language skills.

If the care of a child requires specialist training, we will do our best to ensure that we can meet their needs and source appropriate training, advice and equipment.

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

We liaise with Health Visitors, Children's Centres, Educational Psychologists, Speech and Language Therapists, the Pre-school Inclusion and Portage Team and any other agencies/practitioners that support a child.

How we prepare children to join our setting

We first have an initial visit where the child and their family can visit the setting, meet the staff and the children to first see if the setting is suitable for their child. Parents will have the opportunity to discuss their child's needs and how they may be met.

Once it has been decided that a child will access our setting, we have a pre-entry meeting with the family to ensure we have all the details and any necessary support in place to meet the child's needs.

If a child comes from another setting, we will contact the setting to gather any necessary information.

We then offer several taster sessions over several weeks, where a child can visit the setting with their parents and stay and play to help prepare the children for when they join our setting. This helps the children to become familiar with the setting and the staff.

How we prepare children to move on from our setting

Through our SEN support meetings and conversations with parents, an appropriate transition setting/school is identified. This school is contacted to begin a transition programme, where we as a setting visit the school/setting with parents and with the child.

This is done slowly and steadily to help prepare each child for their new setting.

Where necessary an Education, Health and Care Plan assessment is undertaken to ensure the child's needs are met in their future setting.

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

Additional staff are deployed across each session to support children with SEND to help their focus and concentration or to help them access the setting and the different areas on offer.

Activities are differentiated, resources are adapted where necessary and additional staff are documented on the staffing rota/planning sheets detailing their role and the children they are supporting.

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.