

Julie Elliff

Brief description of the setting

I Julie Elliff have been a child minder since 2007, live in Sprotbrough. I live in a semi house with my 3 children. I have a conservatory, large kitchen, diner, which I use as my playroom, a front room for quiet time and reading and an enclosed rear garden. The children I care for are aged from 0-12. I go to local playgroups, play area and outdoor places. I believe a busy child is a happy child. I cook fresh healthy food. I have catering qualification, first aid, child protection and Level 3 in Childcare.

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

I assess the children based on the age related expectations set at in development matters.

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

Parents are offered parents meeting 3 times a year to discuss their child's development where I show evidence and observational notes.

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

If the children are not meeting their age goals, I discuss strategies to help the parents work on with their child.

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

I find what the child's has in interest and tailor the activities to engage the child. I try to engage them using different learning styles.

How we provide additional support if your child has learning needs

I offer monthly meetings to discuss developments and liaise with the SENCO at the child's school for their latest ideas.

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

I do speech and language therapy with children where we focus on specific sounds. I am also trying to learn Makaton.

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

I have a box of sensory items should the children need a break or is over stimulated. I discuss only medical needs with parents and keep any medical information in a safe place.

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

I take the children to lots of different mother and toddler groups, music bugs, and circle times.

How we promote developing independence

All children are encouraged to feed themselves, learn to tie shoe laces, branch off by going to play with others and go to the toilet.

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

Progress is discussed during parent meeting and concerns are raised straight away where strategies can be put in place.

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

Calm colours are used throughout, the premises are flat, all children are greeted as they arrive and then choose an activity.

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

We all use a visual timetable as this helps all the children. Any changes in the day are discussed and reminded during the day.

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

I liaise with SENCO at my local school and do research.

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

DRI- speech and language, children's centres.

How we prepare children to join our setting

Children come to visit those that are old enough are given a photograph of myself and pictures of the setting. They are introduced to the children to develop friendships.

How we prepare children to move on from our setting

I try to match my routine to the local nursery to prepare the children, nap time, meal times, quiet time etc.

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

Printing and making resources- visual timetables, paint- just neutral colours.

Contact for more information

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