

Little Caterpillars - Emma Harris

Brief description of the setting

We are a Childminding provision and operate from our home in Skellow. At full capacity we operate with 9 children in the Early Years age range at any one time but more often than not we operate at less than maximum capacity. Three full time practitioners work together which often affords us the ability for one to one support for children or even at maximum capacity a 1:3 adult to child ratio.

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

On entry we collect as much information as possible from parents/carers about each child's stage of development before they start with us. We will also make initial observations and assessments about each child's stage of development during our 4 week settling in period. Our knowledge and experience of child development and information gathered from parents and carers will guide us in making judgements about whether a child needs additional help or has special educational needs. In situations where we feel our knowledge and/or experience is not sufficient to make an accurate assessment then we will, in agreement with parents, seek advice from other professionals. Our first point of contact will usually be Doncaster Early Years Team.

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

We involve parents and carers wherever possible in order to meet the needs of their child. We are honest and transparent about the knowledge and experience that we have in specific areas of SEND. We obtain as much information as possible from them and work with them to ensure that we are able to meet their child's needs. It is part of our on-going practice to keep parents fully informed and to seek their opinions in order to improve our provision for their child and the setting as a whole.

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

We keep parents regularly informed about our plans to support each child via online learning journeys and daily diaries which include any observations, assessments and next steps for individual children. Where a child does have mild developmental delay or SEND then we will usually correspond or meet with parents/carers regularly to keep them fully informed.

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

We offer a range of experiences and activities for all children. We are flexible enough to tailor our curriculum and our teaching and learning approaches to suit each child's interests and stage of development. We endeavour to be as inclusive as possible and make all reasonable adjustments to ensure that all children can participate fully in a broad range of experiences and activities to support their learning and development.

How we provide additional support if your child has learning needs

In partnership with parents and other professionals involved in your child's care we will provide additional support where required. We seek advice from specialists in each field as well ensuring that our own knowledge and understanding of each child's individual learning needs is kept up to date and is reflected in our practice.

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

The type and level of support that we will offer your child if they have social and communication needs will depend on what those needs are. We are fortunate to be able to offer 1:3 adult to child ratios and at maximum capacity we operate with 9 children in the Early Years age range. We offer a homely, friendly, calm, 'communication friendly' environment which often supports children with mild communication and social development delay. For children with acute developmental delay in this area we would seek advice from other professionals and make every reasonable effort to act upon their advice.

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

The type and level of support that we will offer your child if they have physical, sensory and/or medical needs will depend on what those needs are. We are fortunate to be able to offer 1:3 adult to child ratios and can often offer one to one care. For children with acute developmental delay in this area we would seek advice from other professionals and make every reasonable effort to act upon their advice.

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

The type and level of support that we will offer your child if they have emotional needs will depend on what those needs are. We are a small setting and we take a key person approach. We seek to establish trusting, positive relationships with children and their parents. We have experience with a number of circumstances and transitions which may affect a child's emotional health and well-being but where we do not feel we have enough knowledge, understanding or experience we would seek advice from other professionals and make every reasonable effort to act upon their advice.

How we promote developing independence

As a whole setting we encourage early independence skills. The extent to which children with SEND can be independent will be individual to them. Our knowledge of each child and good partnerships with parents/carers and other professionals involved in your child's care will guide us in what is an achievable level of independence for your child. We have high expectations for all children in our care and will be striving for each child to reach their own individual potential.

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

We observe and assess your child during their play and other activities whilst they are at the setting. We use our knowledge and understanding of child development, including the guidance in the Early Years Outcomes, to make judgements about their stage of development. As well as ad-hoc observations, we carry out periodical evaluations of each child's development in different areas of learning and development and to assess to what extent they exhibit the characteristics of effective learning.

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

We offer an environment which we feel is universally safe and welcoming to children and parents/carers alike. Where children with SEND have particular needs we will make all reasonable adjustments to make it an environment where they feel safe, happy and can reach their own individual potential.

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

Any child that comes to our setting is welcomed, valued, treated with respect and supported to achieve their own individual potential. Children with and without SEND will be given as much support as is reasonably possible to help them achieve their potential. Although we are not a specialist SEND setting we value the diverse range of children that come to the setting.

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

We have a range of qualifications and keep up to date with Continuous Professional Development (CPD) to support our practice. We believe in personal and professional development and are champions of life-long learning. Where specialist knowledge and understanding is required we will endeavour to secure this for the relevant members of staff. Our team attend regular supervision sessions with the lead practitioner in the setting. The lead practitioner in the setting attends regular supervision externally.

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

We keep up to date with current best practice in Early Years including membership to a range of professional associations and via networking opportunities. We have good relationships with other professionals in our local authority and would not hesitate to ask for additional support for ourselves as practitioners if we feel this help us to better meet children's needs.

How we prepare children to join our setting

Ideally we will offer a series of short settling in sessions to acclimatise children to the setting. This may not always be possible or desired by parents/carers and where this is the case we will base our care on the information we have gathered from parents/carers prior to entry.

- Settling in sessions
- Meeting with parents and children
- All about me form
- Read and familiarise ourselves with letters from other professionals
- Read and familiarise ourselves with previous diaries and learning journeys
- Provide photos of staff members for children to get used to
- Encourage families to view our website prior to starting especially photo galleries and video clips
- Meet with children in their own homes
- Meet with other professionals as appropriate

How we prepare children to move on from our setting

We will prepare children as much as possible for the transition to another setting as is appropriate to their understanding. This may include visits to new settings or visits from new practitioners to see children in our environment where they feel safe and secure. We will provide as much information as possible to any new setting so they can pick up the baton without having to start from a blank page.

- Meet with new practitioners at their setting or ours as agreed
- Provide as much information as possible
- Maintain a contact and point of reference if they require it
- Prepare children in a way appropriate to their stage of development – perhaps books, websites, talking

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

This is completely dependent upon what those needs are. We must at all times ensure the safety and wellbeing of all children at the setting and human resources will be deployed as is necessary to ensure this. Other resources are deployed in the way that we feel will best support learning and development for all children. On-going review and reflection of the effective of this guides us to make improvements to this where required.

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.