

Rachel Harper Childminding Services

Brief description of the setting

As a childminder working from my own home I care for children aged 0-14 years. I have a dedicated playroom but children also have access to the dining room and a large enclosed garden.

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

Parents are encouraged to visit the setting to look around and to enable us to discuss the needs/requirements of their child. Further visits with the child are encouraged to ensure that the premises and care available is suitable to the child's requirements.

Throughout their time in my setting children are observed and assessed to ensure that they are thriving and constantly moving forward in their learning and development. If I feel that a child is not developing as expected I will arrange a meeting with parents to discuss my concerns with a view to bringing in other specialists in the required fields.

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

Parents and carers are involved throughout the planning and implementation of developments to the setting. Questionnaires are given out and written and verbal feedback is valued. Meetings may be held to discuss adaptations required to provide the best care for the child. Parents and other professionals will be invited to attend.

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

It is important to empower children and to allow them to contribute to discussions about their care and plans to support their needs. Feedback from children will depend on their age and abilities but may be verbal, written or even through pictures.

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

All children are supported to participate in all aspects of our daily routines, outings and activities wherever it is reasonable to do so. Children may require physical, mental or emotional support as well as adapting activities so that they may join in and not feel alienated due to their SEND.

How we provide additional support if your child has learning needs

Advice and support will be requested from the relevant specialists. I will work with other professionals to ensure the best possible outcome for your child.

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

Children will be nurtured so that they are not overwhelmed when they attend the setting, with a gradual settling in process which will allow them to get used to other people who live at or attend the setting and allow them time to form a relationship of mutual respect with myself. Visual timetables and cue cards are available for use with children who struggle to communicate their needs.

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

Training will be requested and undertaken before your child attends my setting so that I am fully informed and able to support their needs and explain them to others within the setting. Adaptations may be made to my house where it is reasonable to do so to support a child with physical needs.

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

Children are encouraged to express themselves freely through art, music and activities. Their efforts and work are valued and are displayed for others to enjoy and for them to point out to visitors. Games and activities promote team work and working together to achieve an end product. We value all contributions to these projects no matter how big or small. We discuss how things make us feel and give opportunities for children to speak freely about their worries.

How we promote developing independence

Children are encouraged from an early age to develop independence. Beginning with self care routines such as dressing, undressing, putting on shoes, washing hands, using the toilet independently, accessing resources, and putting pictures in their learning journey folders.

Mealtimes allow children to help set and clear the dining table, pouring drinks, to make choices about what foods they will put on their plates and how much they can/should eat.

Older children are encouraged to consider road safety when walking to and from school in preparation for leaving Primary school and making sure that they are safe and confident in their travel to their chosen Secondary school.

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

Children's development is constantly assessed and observed, next steps are noted and planning for their development put in place. Information is requested from and shared freely with parents.

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

Continuous development and reflective practice ensure that the setting is constantly developing and improving, using information from recent training and discussion

with other settings. I strive to make my setting welcoming and friendly. Resources are easily accessed. Children's welfare and safety are paramount. Research and forward planning ensures that the setting is relevant in context with current educational requirements and expectations.

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

Children with SEND are actively encouraged to join in with all routines, activities and outings as much as they are able to with my support. Other children within the setting are well aware of people's differing abilities to join in and are able to help adapt games/ activities to allow those who wish to join in to do so. As the setting cares for children of all ages we have encouraged them to help each other and to be aware of others' needs and feelings, to be patient and helpful wherever possible.

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

I have completed courses in basic awareness of SEN, autism, allergies (including nut allergy), the use of epi-pens and of course I hold a current Paediatric First Aid certificate. Further relevant training will be willingly undertaken as required to ensure the best quality care is given.

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

I can access further help and expertise from a variety of professionals that can be contacted through the local Children's Centres, Doctors surgeries and Doncaster Early Years.

How we prepare children to join our setting

Children are encouraged to visit the setting initially with parents and then for several settling in visits which give them a short time in the setting to become familiar with our facilities and myself.

Meticulous records are kept. These will include a document in which I will record the specific needs of your child with an action plan if I require further training or if adaptations need to be made within the structure of the setting to allow free movement of a child with SEND

Starting points will be recorded with parents after settling in. This gives me a point of reference for their development. It shows me where they are now with their development and allows me to work on planning for their next steps within my setting and with you the parents.

How we prepare children to move on from our setting

Children will naturally feel anxious about moving on to another setting. I will support them through this transition, doing everything that I can to ensure that they are confident and ready.

Children who are moving on to nursery or full time school will be encouraged to spend time visiting the new setting with myself and with their parents as often they are more concerned about things that they have not seen.

Once they have made a visit we have something to discuss and work with to prepare them. This may include self care routines such as fastening coats and shoes, or introducing activities that will develop their listening skills and encouraging mark making activities to strengthen their muscles ready for writing. Singing songs and nursery rhymes to promote early maths and phonics work.

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

The setting is well stocked with resources that allow both large and small group activities, and individual or one-to-one play and learning. There are busy bags, story sacks and many small world scenarios that encourage imaginative play. We enjoy a wide variety of sensory activities including messy play both indoors and outdoors. A huge range of craft supplies encourage us to use our creativeness to produce all manner of colourful creations.

We enjoy listening to different types of music from all over the world and have a great selection of instruments to make our own sounds with.

In our outdoor space we have climbing and swinging equipment, mark making areas, reading areas, den making spaces, areas which encourage wildlife, including our fairy garden. We also grow fresh produce each year which the children plant, water, weed and nurture... and of course eat! We use the environment around us to look for number and words that we recognise. We watch the wildlife around us and the plants and trees changing through the seasons.

We enjoy outings to Children's Centres, soft play areas, woodlands, parks, museums, wildlife parks and the beach. We ride on buses, trains, trams and in taxis.

The majority of children attending the setting currently are of nursery and school age therefore there are quieter daytime sessions available for a child requiring more one- to-one support with their learning.

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.