

Bright Beginnings Day Nursery

Brief description of the setting

Our setting is a modern purpose built building, which opened in October 2004; the setting is designed to cater for 100 children. We cater for children from the ages of 6 weeks old to 8 years old; providing wrap around care for children who attend school and require such care.

We currently have 59 children under the age of 30 months and 113 children over 30 months which all attend different sessions at the nursery.

Our aim at Bright Beginnings Day Nursery & Pre-school are to provide a safe, caring environment which will promote a child's health, individuality and dignity and an opportunity for fun, learning through play, socialising with adults and children from a wide range of cultures free from any discrimination.

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

The nursery may receive a concern raised by a parent, a member of staff or the child's individual key person. This concern is then discussed with discretion with the settings designated SEN. The SEN will then request and obtain observations on the child in order to review the child's progress against the EYFS to identify if the child is making adequate progress. These concerns can also be raised through reviewing termly tracking carried out by the nurseries proprietor. The SEN or key person will then discuss with the primary carer the next steps that will be put in place and this usually takes the form of an Individual Educational Plan. This plan will then be reviewed every term or half term, depending on the need and the agreement made by the team and the primary carer.

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

Every child has a Play Plan drawn up every half term by the child's key person that reviews the child's Interest, possible Schemas, Characteristics of Effective Learning and the child's next steps in all prime areas and one specific area. There is a section that we discuss with parents on a half termly basis as to what they can do at home to help us achieve and consolidate these next steps that the parent signs in acknowledgement. At the start of the new Play Plan we will discuss with the parent what progress their child has made and how we can move forward. As mentioned above a child who is not making adequate progress will have an additional plan in place that takes the form of an Individual Educational Plan that looks specifically at that weakness.

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

As mentioned regarding the Play Plan we use past observations of our children to inform our understanding of the child's characteristics of learning and we observe children through trackers and having close relationships with children to highlight their interests and their possible signs of schemas. Planning is flexible in the fact that although key persons plan next steps for children if a child shows an interest or a greater focus in another area of another provision then the key person or other staff member will follow this and support this child to follow this interest and path of learning.

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

We use a number of different strategies to support our children with SEND in order to match the curriculum. We first of all ensure that we work on what a child 'can do' and work on strategies to move onto their next steps, using small step[s agreed within the Individual Educational Care Plan.

How we provide additional support if your child has learning needs

We liaise with other professionals for example physio therapists and visual impairment team and speech and language.

As mentioned we identify the child's learning need through observation and liaising with outside agencies and the parents themselves. We draw up an Individual Educational Plan to meet the child's needs and give them manageable steps to make progress within their area of need. The nursery will adapt their provision or build on their resources to ensure that the child is supported. Reviews are carried out at the end of each half term to ensure that the child continues to make progress.

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

We have had a number of children attending our setting who have had social and communicational needs and each of these children have been supported in their own unique ways. We have received extra funding and intervention for one of our children with additional needs. Resources and provision have been obtained and used in conjunction with Individual Educational Plans to ensure that the child can benefit and develop. We have also previously had to use solid object bags/visual timetables and on one occasion Makaton signs to support children to recognise what is happening now and what is about to happen next. Some staff have a working knowledge of simple Makaton signs which have been used to benefit our communication.

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

If a child attends our setting with a physical need then we will organise a meeting with the parent and possible agencies involved to identify if and how the provision can be modified to ensure that the setting is inclusive of the child's individual needs. This information will be included on the child's Care Plan and included on the child's Needs Sheet. If the support required is regarding a sensory nature then the setting will ensure that provisions and resources are obtained and used to ensure that the individual child is supported such as providing feely bags, light resources and sound resources. We have previously had children attend the setting that suffer from differing medical needs ranging from hypermobility in their joints or Hemophilia and in both circumstances meetings were carried out with the primary carer to ensure that we had plans and procedures in place to ensure that the best possible care could be provided for that individual child. For example the child with hypermobility of his joints was encouraged alongside his peers to take certain precautions when outside so that the rule was in place for all children avoiding the child to be singled out.

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

We work as closely as possible with the child's parents/carers to ensure that we can provide care & interactions as closely reflected to that of the child's home interactions to support the child emotionally. We work closely with the parent when making changes and ensure that these are done manageably for the child especially when the need is that of a social or communicational nature.

As mentioned previously we meet every half term with the parents to review the Individual Educational Plan to ensure that we are keeping each other up to date with any changes in the child's routines or behaviours to ensure that they are supported.

Key persons ensure that they maintain close relationships with parents and where possible we create 'Family books' to support child with their emotional well being.

How we promote developing independence

All children within the nursery are encouraged to be independent in all areas or whichever areas they excel at to provide the child with a sense of achievement and pride. As mentioned provisions and resources may be put in place to give the children a sense of this achievement if this is possible. For example a child may require a larger inset jigsaw with larger knobs in order to achieve independence in completing such an exercise. There are many examples of such resources enabling children to be independent for example a child that we had who had Global Delay used a walking frame in order to support him physically and the environment was altered to ensure that this was catered for to enable the child to have independence.

Practitioners are there to offer help and guidance through role modelling and/or demonstrating to children initially and then adults provide an ethos for children to keep trying as they will and can succeed with help from caring adults.

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

We measure a child with SEND using their Individual Educational Plan and we use a number of different observational sheets depending on which one suits the situation the best. For example we use behavioural observations, weekly monitoring sheets, daily monitoring sheets and the staffs usual observations such as short, long and tracker observations. All of these tools we then use in conjunction with one another to give us a bigger picture and we use these observations to meet with the child's primary carer to identify if adequate progress has been made and what are next steps, plan will be. As mentioned we use the proprietors tracking to also observe if adequate progress has been made and if gaps between different groups of children are closing. With this information we can put a medium term plan in place to ensure that the nurseries provision and resources are as adequate as possible to address any visible gaps.

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

All rooms are very spacious and try to keep change down to a minimum to avoid effecting children who may find this a problem. All draws are labelled with pictures and words to encourage all children to find toys and to put toys away. All rooms

have a lot of natural light. If we need to change the layout of a room then we would make sure that a meeting is held with staff members involved and the nursery manager to ensure that these changes would not hinder any individual child in our care. We would also ensure that the changes were made as promptly as possible, ensuring that the least disruption takes place.

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

We utilise Makaton during all greeting times within the nursery and utilise simple Makaton as and where we can for all children.

We have a number of environmental qualities that enable us to ensure that children with SEND are considered in the life of our setting. For example we have doors wide enough for wheel chair access, we have highlighted door ends and stairways to make it easier for visually impaired individuals.

We differentiate all activities within the nursery and ensure that all activities are accessible for all. This may mean that we have to alter the delivery or indeed the resources that we use. The planning sheet not only leaves room for differentiation but it also considers children with additional needs and this can include Children with English as an additional language.

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

We are fortunate to have 3 individuals trained to SENCO level and this is important due to the size of the setting. It also enables us to draw upon one another's skills to better our practice. The main SENCO attends a number of training sessions to ensure that her skills are kept up to date and that new legislations are reviewed. The SENCO then brings important information back to the management team and other information can be shared at full staff meetings.

We have recently sent a number of our staff on free courses with the Learning Curve Group and this has enabled staff to better their skills and knowledge. The courses were specifically based on Autism & Learning Disabilities.

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

We draw upon a number of other professionals to help and aid us to meet children's needs. To begin we liaise with the Community Nursery Nurse regarding any children that we feel we are concerned about with regards to additional needs and other needs. We draw upon their home visits and reviews to support our observations, as children can often present themselves differently within their home setting.

We liaise with the Pre-school Inclusion with regards to any certain children that we need support with or indeed we need to refer to. We have previously liaised with the Portage Team although this has now changed and the referral has to be made by a qualified doctor.

We have liaised with Speech & Language, the Visual Impairment team & Physio from the hospital. These outside agencies have not only provided use with support but they have also attended the setting to observe certain children within our care.

How we prepare children to join our setting

When starting the setting the manager will show the child and parents around the whole Nursery explaining our policies and various procedures they will be introduced to the practitioner working within their child's room. The parent and child will then come back to start 'settling in' visits. The first one consists of the parent sat in the room with the child and as the child familiarises themselves with the other children, staff and toys the key worker will go through the child's individual needs. For example the babies are asked about bottle feeds and weaning process and toys they like to play with at home. Also any allergies or SEN needs that have already been established. The parent is then asked to complete a 'What to expect when' booklets to find out what areas the child is developing in or confident for their age and stage. From this the key worker will put the child's next steps on to a 'play plan' and complete 'you can help at home by' and ask the parent to sign to say they agree. The parent will then leave the child for 10 to 20 mins depending on the parent's preference. The following day the parent will stay with the child for 5 mins then leave for around 30mins and the 3 visit the child will be left for an hour. If the child has settled throughout this time and the parent is confident in leaving them they can start the sessions they set up. If the child is not settling then the key worker discusses with mum and encourages some more settling in visits so that the child is not in distress for too long.

How we prepare children to move on from our setting

When children move from our setting we contact the school in question and ask them if they wish to visit the Nursery to see the child and talk to their key worker about their development. The child's folder containing all observations, photos etc. is then passed on to the school.

There has been a few cases in which the child in question has additional needs that has required us to attend full meetings to ensure that the school can address the child's needs and this usually involves other agencies such as Preschool Inclusion or the Visual Impairment Team. There has been one case in which a staff member from the nursery has gone with the child to settle them in their new school to provide a continuity of care.

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

Every child is unique with a unique set of needs and through our partnership meetings we agree how best we can deploy resources to meet individual circumstances.