

Daisy Chain Day Nursery (Mexborough)

Brief description of the setting

Daisy Chain nursery is a group of 3 different settings based around the Doncaster area (Mexborough, Great North road and Askern), our settings provide children with places from 2-4 years.

We mainly provide places for funded children however a small amount of children do access the nursery in a private capacity.

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

At Daisy chain nursery we have a clear and informative on entry process where key persons meet with family's before the start date and key questions are asked surrounding ages and stages, current development needs, current learning requirements and any barriers to learning.

Key persons then work with parents to develop a detailed on entry grid linked to a learning journey.

At the end of the on entry period the grids are evaluated and play plans are developed alongside the initial on entry play plan made with the parents.

Before children start at the setting a meeting is planned before each intake with the community nursery nurse or health visitor to discuss children's development linked to the ages and stages check, other information is also shared during this time including family information and any concerns parents have previously shared.

Following the on entry period key persons share development with family's and learning journeys which evidence this alongside development grids and play plans.

If a child is deemed to require further support this is highlighted through the on entry process and action is taken where required.

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

- On entry during the planned open day or pre entry meeting
- Parents views forms the foundations to the child's first play plan
- Parents add to their own child's learning journeys during our celebration days throughout the year
- Parents are asked to take part in questions about the development of the setting on our Facebook page

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

Thought out the process parents are involved in initial play plans right from the child first day at nursery.

Parents' views and aspirations for their children are collected on a document sent to parents before the open day.

Planned meetings are held with parents based around evaluations of play plans and parents have involved the in how they would like to see the play plan develop.

Observations, learning journeys and play plans are shared with parents linked to development grids and any concerns are shared during this time

If the plan do review process is working but further support is required a meeting will be planned with parents to look at a possible referral based around the above evidence.

Parents and family take part in the referral process alongside the key person, and the SENCO.

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

Our planning is developed and designed to be closed linked with children's current stage of development, the planning is linked to the key group's development grid.

The differentiation section of the planning is also key as it enables the key person to tailor the activity to support the individual child's individual needs.

Play plans are tailored plans linked directly to children's development and details of how the child will be supported are clear throughout this document detailing small steps that need to be taken in order to develop in the chosen area.

How we provide additional support if your child has learning needs

The environment is audited to ensure it meets the need of the child

Play plans are developed to pinpoint areas for further development

Additional resources are provided where required

Enhanced ratios are provided when needed or with parental permission children access a learning space which could be more suitable for their development with lower ratios

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

Support during transition into nursery

Possibly lower ratios

Play plans

Staff follow the plan do review process following the initial play plan

Referrals could be made to different services including SALT where required with parental permission

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

Pre entry meeting

Meeting with health visitor to community nurse

Access training where it may be required

Access funding or toy library if required

Also see above based around on entry and play plans linked to learning journey/ grids

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

The children's learning environment planning and daily routine links to many different aspects of this including links to feelings, nursery rules, good hygiene practices including good dental hygiene and hand washing.

How we promote developing independence

Independence is promoted through our active learning based environment where the different areas for learning are structured with children independent in mind, resources are available for children to freely access with free flow outdoor access and independent snack.

Our plan, do, review daily routine supports the development of independence through children taking ownership of their own choices and reviewing these choices looking at what they enjoy and other children they made links with during this time.

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

We use the EYFS to support the structure for learning

Learning is evidenced and measured through the use of a digital programs called evidence for learning

Learning journeys collect evidence and are linked to grids to highlight development

Individual play plans are developed by key persons to support children's individual development

Planning is developed by the key person to support the learning requirements based on the learning grid for their group

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

The learning environment is very adaptable due to any large furniture being community play things, this type of furniture can be moved, adapted and linked to other parts.

An environmental audit takes place to support the needs of any children with SEND requirements.

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

Because the key persons play such a big part in developing children's learning if a child with SEND joins the group adaptations are made to ensure the child can take part in as many aspect of the activity as possible, as long as the differentiation is correct and the right support based on ratios are given any child with SEND will join into all aspects of nursery life.

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

Our staff has recently accessed the new SENCO training and we would like to ensure all senior staff are training over the next 2 years.

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

Area SENCO

SALT

Health visitor

Community nursery nurse

How we prepare children to join our setting

See above, on entry

How we prepare children to move on from our setting

Steps taken

- Arrange a meeting with parents to discuss the next step in their child's learning, discuss what support they would like to see us offer
- Visit to new setting arranged with the new provider, parents, child and key person
- A meeting planned with the new provider to discuss the children development and learning requirements and discuss how the parents would like to see the transition happen
- A member of staff to be invited to our setting to spend time with the child in the setting and meet with the key person to exchange information
- A transition plan to be put into place alongside parents

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

This is dependent on the child's needs, ratios are always met and ratios are under where required.

Contacts 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.