

Little Corkers Day Nursery

Brief description of the setting

We at little Corkers Day Nursery provide full and part time care and education for children ranging from 6 weeks to 5 years, we have two rooms situated within the main building within Stainforth Children's centre and a portable cabin situated within the grounds.

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

Through observing your child over a 6 week period we could identify if there was a need for additional help.

On entry we have a series of questions we would ask you regarding your child's health, well-being and development, this is to make a starting point for their learning.

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

Parents are given copies of their child's learning outcomes at the end of each term and are asked to input in their children's next steps.

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

Children are asked at the beginning of each day which activity they would like to explore, this is choice time for the children. We also provide activities they would not normally engage in by using their likes and favourite things.

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

We adapt each area of development to suit each individual child's needs, we make the activity challenging but within the child's development range. We may need to use different methods giving the child assistance or more support.

How we provide additional support if your child has learning needs

We would offer the child one to one support where possible, we may not be able to do this for the whole session but for the focused activities we would ensure assistance is there to enhance the child's learning.

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

We would contact outside agencies for additional support and use their methods to develop the child in these areas. Consult with child's parents to find out the things that work at home.

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

We would adapt to the child's needs, again consult with parents and other professionals.

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

By providing a loving environment and support where the child needs it.

How we promote developing independence

Children are encouraged to take part in self-serve snack and lunch, choosing their own activities, getting ready for home time/outside. Staff support all children in making independent choices and completing tasks.

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

All children progress developmentally at different rates; each child is observed through each term and reviewed at the end of each six weeks. If we see that over one full half term the child hasn't made any progress from their starting point then this is when we would consult with parents and outline our concern.

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

We ensure the environment is safe for all children, if the need to review any aspect to meet a child's needs we do. This could be moving around furniture, moving activities to the floor, enabling the environment so all children can partake.

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

All children's needs are met whilst within the setting, all children regardless of their individual needs are included and encouraged to be involved and take part in all aspects of life within the setting.

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

Staff have good awareness in supporting all children, regular training and specialist training courses have been attended and will continue to do so.

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

Any other professional who may be involved in the child's journey, if the need is identified whilst the child is at the setting we would make contact with our area SENCO, health visitor, salt or what relevant professional would be needed.

How we prepare children to join our setting

We offer 3 initial visits but if a child or family want to have more than this is very much encouraged, some families choose to take a few shorter sessions to begin with until themselves and the child feel more at ease.

How we prepare children to move on from our setting

We invite schools to come visit the child within the setting, we have school role play areas with various school uniforms. The children's assessments are forward on to school so they have a baseline to work from.

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

The resources that we have are planned in to the children's individual planning then entered on to a room group plan, staff are together when doing these plans to avoid entering activities that require the same resources, if only one available throughout (such as specialist equipment).

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.