

## **Little Einsteins Day Nursery**

### **Brief description of the setting**

At Little Einstein's Day Nursery Ltd our aim is to provide high quality care and education for all children, in an environment that offers an exceptional balance between LEARNING and PLAYTIME! We work hard to ensure that our provision recognises and meets the diverse needs of each individual child and their family. To maximise the children's learning experiences, the nursery uses the "Development Matters in the Early Years Foundation Stage" (EYFS), to plan learning activities and experiences for each individual child. Alongside this, the nursery provides a range of high-quality resources, equipment and facilities which are available to all children. What's more, here at Little Einsteins Day Nursery Ltd, we recognise the importance of free flow between the indoor and outdoor areas. Little Einsteins Day Nursery Ltd has a custom built, secure outdoor play area which is used as an "outdoors classroom", so that any children who choose to play outdoors have the same learning opportunities as those who choose to play indoors; which truly helps to make the children's stay with us worthwhile. Little Einsteins Day Nursery Ltd brings children the security, guidance and warmth of their own homes, under our care.

The nursery offers childcare for children from birth to 5 years across 3 rooms (babies 0-2, toddlers 2-3 and pre-school 3-5). Babies room offer care for up to 12 children per session, toddlers up to 24 children per session and pre-school up to 32 children per session. We are open between the hours of 7am and 6pm and offer a range of sessions throughout the day. We are also a setting who offers Local Authority 2 year funded sessions.

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

As a nursery we work closely with the Local Authority's Pre School Inclusion Team, local health visiting teams and speech and language services as well as other multi-agency support networks in the Doncaster area. Practitioners continually observe and assess children's learning and development and from these assessments can identify children in need of additional support for a variety of reasons. Such support can include additional next steps, individual planning and referral to multi-agency services for additional support for both the child and their family and practitioners in setting.

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

Parents are consulted and involved in every step of their child's learning and development. Practitioners ensure they carry out regular parents meetings to update on children's progress and daily updates are given through feedback at the end of every child's session. The setting operates an open door policy where parents can speak to practitioners at any point to discuss any concerns they may have with their child's learning and development both in setting and at home. The setting has a key worker system where staff are responsible for particular children's development including updating observations and assessments and updating parents/carers. If a referral is deemed necessary then parents/carers are asked to attend a short meeting to discuss concerns further and for staff to gain permission to make a referral to outside agencies for support and guidance.

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

Children will be consulted throughout the support they are receiving. They will be consulted about activities and planning and practitioners always take in to account children's individual interests, needs and abilities when implementing additional support. Children who are deemed old enough are invited to review meetings and their views, wishes and feelings are documented throughout.

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

All children have access to the same EYFS curriculum regardless of need/ability. However, practitioners differentiate the EYFS and their planning and daily practice to support children with various additional needs. For example, practitioners implement additional next steps for children with speech and language delay, global development delay, support for managing behaviour and making relationships as well as other areas. Some children also have support plans in place if their need is deemed greater and they require high levels of additional support. For example, those children with hearing impairment, and multiple additional needs. These support plans include targets set by all agencies involved in supporting the child and these targets are integrated in to daily planning to ensure each child gets the full range of learning and development to be able to meet their EYFS goals.

### **How we provide additional support if your child has learning needs**

Once a referral has been made to speech and language, pre-school inclusion team or any other outside agency it is the role of these agencies to work alongside practitioners in setting to offer the necessary support or intensive intervention and set attainable targets to ensure children reach their full potential. Additional support may be offered by way of in-setting support such as additional next steps for learning, SEN strategies such as 'first and then' boards, choosing boxes and the use of concrete objects or intensive support from outside agencies such as Local Authority SENDO visits to observe practice and offer guidance on suitable strategies to support children and their families.

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

If a child has additional social and communication needs practitioners will implement extra next steps for learning and contact the child's health visitor for support and to pass on relevant concerns. The setting Senco will gain permission from parents/carers to complete a referral to children's speech and language therapy and will then implement in setting any targets identified from meeting with the child/family. If a child has severe communication need it may be necessary for them to be referred to a paediatrician and for a referral to the social and communications pathway to be completed. This can be done with the support of the child's health visitor and the Senco can complete a report to support the referral to the pathway.

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

The setting Senco can refer children with these additional needs to services such as occupational therapy and physiotherapy. Practitioners ensure the room is always clean and tidy throughout the day by regularly tidying areas to ensure children can access the room easily and offer a range of multi-sensory toys to support sensory development.

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

Children identified as needing additional support in this area can be referred to the Child Development Centre or pre-school inclusion team for the local authority. The setting Senco can also refer children to the educational psychology service for Doncaster. Practitioners input additional next steps for children to support their personal, social and emotional development across the EYFS.

### **How we promote developing independence**

Children are encouraged to try out things for themselves with adults role modelling appropriate play and learning. Adults offer support wherever needed but children are encouraged to 'have a go' throughout the whole provision. Children are given the opportunity to serve themselves at meal times, choose their own activities and set their own agenda through their continuous provision play. Children across all areas of the nursery are encouraged to take responsibility for their own toileting and self-care needs with support from appropriate adults where needed.

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

Support plans and targets are reviewed typically every 12 weeks and practitioners and other agencies working with the child make an informed decision based on evidence provided on whether or not the child has met targets/outcomes or whether they are still working towards them. If a child has met a target it is removed from the support plan and new targets are implemented to support the next phase of their learning and development. Evidence includes observation and assessments, tracker data, 2 year progress checks and termly reports as well as information from visits from other agencies involved in supporting the child.

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

The learning environments in each room are set out to be open plan so children of all abilities can access them appropriately. Areas and activities are set out on different levels including table top play, floor play and tough-tray play to ensure all children get a range of play and learning and to support all styles of learning. Children have access to free-flow play between the indoor and outdoor areas and the garden areas are flat tarmacked areas to ensure ease of access with wheelchair facilities. The learning environments are continually changing and being developed to ensure they incorporate interests identified through observation and assessment.

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

All children are included in the daily routine of the setting regardless of ability or need. Activities are differentiated to ensure all children's individual needs are met through planned activities and the continuous provision and practitioners adapt their practice to suit children's individual learning styles. The layout of the rooms can be easily adapted to ensure children with physical difficulties can access them appropriately and there is adequate space for every child to move around the room freely.

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

All practitioners working in setting have a basic awareness of SEN to ensure their practice is of a high level. We have a number of staff that are trained and qualified SEND Co-ordinators and these staff members are responsible for the overall SEN development of the nursery and work across the setting with children of all ages. These staff are responsible for observing practitioners and children and can action referrals to outside agencies when necessary.

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

- Speech and language therapy
- Pre-school inclusion and portage team
- Occupational therapist
- Physiotherapist
- Health visiting team
- Local children's centre
- Visual impairment team
- Hearing impairment team
- Doncaster early years
- Social communications difficulties pathways
- Paediatrician
- Intensive family support team
- Early help hub

### How we prepare children to join our setting

When a family registers with the setting they are offered a home visit from members of staff working in the room they are eligible to join. During the home visit important information is

obtained and recorded to help staff make informed decisions on the best care for each individual child. Children are then offered 3 or more visits in to nursery for different lengths of time to settle them in to the nursery routine. Once staff feel a child is settled they can then start then full sessions. If a child is identified as having additional needs during the home visit then staff feed this back to the setting Senco who then contacts each agency involved with that child to gain important and necessary information on the support being offered.

### How we prepare children to move on from our setting

When a child's parents/carers confirm that they will be moving to a new setting the Senco will contact that setting to arrange a time to pass on all relevant information securely. Practitioners pass on children's learning journeys including observations and assessments and information on additional support in place and any referrals that have been completed. The setting offers a school readiness programme for those children ready to move to full-time education which looks at getting children ready for the school environment and routine. Children focus on developing the skills necessary for the classroom environment and integrate in to the schools assemblies and PE lessons. Parents are encouraged to take up opportunities to visit the child's new setting for settling in sessions to ensure their child is comfortable with their new environment and staff can accompany them on these for support if parents/carers are not confident to do these alone.

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

The setting works to strict adult to child ratios across each room. If a child is deemed as having low level additional needs they will be included in the rooms usual ratio. However, if a child has more complex needs they will be included in a lower ratio and often have 1 to 1 support from a practitioner where necessary. The setting Senco sometimes works in ratios to support the learning and development of children with additional needs and role model appropriate practice to staff.

### 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.