

Little Einsteins Day Nursery (Wheatley)

Brief description of the setting

We are a purpose built, private day nursery setting that caters for children from birth – 5 years. We currently have 104 children on role. Our mission is to provide care that will stimulate and emotionally support all children that are registered with us. Children, parents and staff are continually encouraged to be all that they can be. In 2008, we were awarded 'enhanced setting' status.

Our setting is split into 4 base rooms:

Discoverers; 0-2 years

Explorers; 1-3 years

Inventors; 2-4 years

School readiness; 3-5 years

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

Children all have their own learning plans within the setting and regular observations are carried out to ensure we have clear knowledge of how each child registered is learning and developing. If we feel that a child needs additional support to develop their learning and understanding, or if they have an identified special educational need, then we would meet with parents and carers to discuss a plan of action for their child. We would then complete relevant referrals and communicate with our network of supporting professionals in order to get the best early intervention possible for that child. As a nursery, we have a wide range of experience of working with children with a variety of complex needs e.g. Autism, cerebral palsy, hydrocephalus, Down's Syndrome, tube feeding etc; so our supportive network is continually building and growing stronger. Once a child has multi-agency support; whether this be before the child starts attending or during attendance; then we would provide regular meetings to gain knowledge and feedback and deliver this with the child during their sessions.

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

From day one, parents / carers become our main source of information regarding any child at the setting. We initially start with home visits, to meet the child and their family in a familiar environment. We would then invite the family for a settling in period within the setting. Initial information gathered about the child is shared on a need to know basis with professionals and practitioners that are going to be in direct contact with the child. If children have an identified special educational need, then we proceed to have a pre entry meeting at the setting to invite multi-agency support and build knowledge based on their experiences with the child.

All parents / carers are able to access their child's development record at any time online through Baby's Days site. The development record is kept up to date with weekly photos, observations and activity participations so that their development can be tracked appropriately and then planning will be completed based on this information and children's specific interests.

We speak to parents / carers at the end of every session to inform them of what their child has done during the day. Additional to this, we also invite parents to termly parent evenings, and transition meetings when their child is due to move rooms. Parents / carers are able to request a meeting as well if there is something they would like to discuss prior to these meetings being available. We have an 'open door' policy that hopefully gives parents the sense that they are able freely communicate with staff at the setting as they feel they need to.

As a setting, we also provide several home – school learning programmes e.g. Bedtime Ted, shared reading scheme, Home learning packs, Adventure Bear.

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

All planning is done based on children's learning abilities and interests within the setting and at home. Staff create planning, then evaluate and make recommendations to guide future planning. The child always remains at the centre of the learning plan.

The planning and evaluations of the planning will then guide key worker staff to plot the next steps for the children's learning and development.

Parents are also able to contribute towards their child's development journey through observations and photographs.

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

All activities are differentiated based on children's individual learning styles and needs. Children with SEND are able to access all planned activities within the setting, with additional support and resources being used to allow for this. If it is addressed that the extra resource needs to be a member of staff to support physical needs then additional support hours will be applied for through Early Support Panel with reasons as to why this will be beneficial for the child.

How we provide additional support if your child has learning needs

As described above, if additional support is identified as being required then support hours will be applied for. Once rewarded, these hours will be used appropriately to meet the child's needs e.g. if support is needed with feeding, hours will be used over lunch time. Additional support enables the members of staff to work with children on a higher ratio, however we tend to avoid creating 1:1 situations as this purely isolates the child. Planning may take place in smaller group scenarios or in a different room that provides less distraction.

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

As described above, if additional support is identified as being required then support hours will be applied for. Once rewarded, these hours will be used appropriately to meet the child's needs e.g. if support is needed with feeding, hours will be used over lunch time. Additional support enables the members of staff to work with children on a higher ratio, however we tend to avoid creating 1:1 situations as this purely isolates the child. Planning may take place in smaller group scenarios or in a different room that provides less distraction. For a communication need, we would encourage the use of Makaton and significantly change the language that we use with children e.g. break down language used into shorter sentences, all staff to be consistent with language used to instruct, order and guide.

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

Additional to what we have discussed above, if your child has medical needs then we will take additional steps to ensure that staff are prepared for additional medical and physical needs. As we are a purpose built nursery, we are already adapted to meet the needs of all children with physical needs but we always aim to acquire additional resources if they are better suited to the child e.g. specialist seating. All staff working directly with the child would be required to access medically specific training in order to understand and support the child and their family. Parents / carers and multi-agencies would be encouraged to visit the setting and work with us to suggest necessary changes to the environment.

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

Personal, social and emotional development is a prime area of learning based in the EYFS. Additional to what is described above, more activities will be planned and differentiated according to your child's needs.

How we promote developing independence

Children are continuously encouraged to try and do things for themselves without support. We use 'backward chaining' methods e.g. putting a shoe on their foot and encouraging the child to fasten the Velcro. Children are also supported to learn new skills using hand over hand support. All children are encouraged to take ownership on their own personal hygiene, even from being within Discoverers e.g. after having a nappy change, their hands are washed with a baby wipe, and as they get older they are encouraged to use water and soap.

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

All children each have their own 'learning journey' tracked on Baby's Days. As the children progress, these journeys are updated with observations, photographs and activity participation records. Each term, children's progress is evaluated (end of term report), and the next term is planned for based on ongoing or new targets. Any gaps in learning are then planned for. Children with identified SEN have additional targets specified on an Individual Education Plan (IEP) and these are evaluated in regular meetings (6-8 weeks). Targets on an IEP are devised based on information provided by multi-agencies, parents / carers and key workers within the setting.

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

Our nursery is purpose built and we haven't needed to make any large scale adaptations over the last 10 years. We are based on one level with no steps up and door frames are wide enough to allow a wheelchair through. Furniture is often rearranged for children that use a walking frame / wheel chair. Also resources have been made easily accessible from the floor for children with restricted mobility. Resources are purchased and provided with the children's interests and abilities in mind. Activities planned are done so with children's interests in mind and differentiated to allow all children to take part if they want to. If a child is unable to access a particular activity, then an alternative will be provided to ensure the same development pattern continues. Regular risk assessments are carried out to ensure the environment is safe for all who attend.

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

When parents first contact the nursery, they are invited to come and look around the setting to ensure that they are happy that we are able to meet the needs of their child. If parents / carers decide that we are the right setting for their child we would then arrange a pre-entry meeting to involve all professionals that have already worked with the child and the family. A support plan will be devised from this meeting, taking the name 'This is me'. This will include a range of short term and long term outcomes that all present have agreed on and this will then follow the child through the setting and into school. When the child starts at the nursery, they will be given a settling in period and then they will be monitored and observed to ensure that we are doing all that is possible to meet the needs of the child. Daily communication will take place between members of staff and parents to share thoughts and feelings. Once the child is accessing his / her full sessions, we will continue to monitor and support their individual needs and work alongside professional's advice on daily basis. Other children are encouraged to accept differences through a variety of resources such as books, role play equipment and posters.

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

In our setting, we have a designated Inclusion Officer and an assistant Inclusion officer who have both completed The Role of SENCO training. This member of our team ensures that all staff are aware of how to support children with SEND that attend our nursery. All staff are encouraged to attend a variety of training courses, and then share what they have learnt with others.

The Inclusion Officer and other members of staff have accessed a wide range of training for different conditions such as:

- Autism,
- Cerebral palsy,
- Hydrocephalus,
- Down's Syndrome,
- Tube feeding
- Epilepsy etc.

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

Little Einsteins Day Nursery Ltd is a company with 3 main sites. Over the whole company are members of staff that have many years' experiences with looking after children with additional or special educational needs. We will continually draw upon the expertise of staff from the other settings within the company but also from outside agencies that provide specialist support. Little Einsteins Day Nursery Ltd has created a good working rapport with the following agencies:

- Preschool Inclusion and Portage team
- Speech and Language Therapy
- Physiotherapy / occupational therapy
- Visual / hearing impairment team
- Epilepsy specialist service
- Educational Psychology team

How we prepare children to join our setting

This has been discussed in a previous section.

How we prepare children to move on from our setting

When children are due to leave our setting, they transition into our school readiness room in preparation for attending a school learning environment. Within this room, we engage with local primary schools to ensure that we are following the same boundaries and guidelines that they set out e.g. rules on the playground and the dinner hall. We then invite teachers into the setting and arrange transition visits into the schools.

For children with additional needs, if required, we would apply for an Education and Health Care plan in order to support them within their new school. This is a 20 week process so tends to be started in the December before the summer term that they would leave. This plan would be devised by SEN team taking into account reports from parents, professionals and practitioners that work directly with the child.

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

This has been discussed in a previous section.

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.