

Tall Trees Day Nursery

Brief description of the setting

Tall Tree's Day Nursery is a private day nursery situated in a residential area. The building is a converted detached house and has several rooms. Upstairs are the rooms for children between the ages of 3 months and 2 years. Downstairs is a large room, with two sections for children aged 2 to 5 years. A separate smaller room doubles up as a sleep room and focused activity area which is used during the day. Tall Tree's also has toilets downstairs for children to use, and a staff toilet upstairs. Food is prepared in a fully equipped kitchen and is cooked on the premises.

Tall Tree's also has a large outside area which is split into two different sections. One area has access to a long grassy section which is used during the summer. The other area is primarily for younger children therefore have a shelter to protect from harmful sunrays or weather.

We cater for 35 children between 3 months and 8 years of age. Our aim is to provide all children attending with a happy, safe, secure and stimulating environment where they can develop naturally through play.

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

During a child's time at Nursery practitioners will observe the children and record their development. If a child is not achieving their educational or developmental targets set by the Early Years Foundation Stage then additional measures are put into place by the team. If the team thinks that any child may need additional help or may have Special Educational Needs then they will discuss it with the child's parents, management to identify what additional measures need to be put into place.

This is done through extensive observation and monitoring closely children's development in the setting. Every child has a file/learning journey in which all their achievements and development are recorded and monitored regularly by the child's keyworker.

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

Parents are the biggest part of any child's life and it is important that they are involved with their child's development. Practitioners discuss what the child has done during the day when the child goes home and pass on any important messages. We also share achievements with the children's parents and let the children speak about their accomplishments.

Also we write regular development reports for the children every six months which the parents can read and understand what developmental level their child is at. We also ask parents what their child can do at home as they know their child better than anyone else. Parents are the primary educator of a child and therefore it is important that they are heavily involved within the setting.

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

Every child has a PLOD Sheet. (Possible Lines Of Development). This where activities are planned to enhance children's development and meet their learning goals. PLODS are then used when planning on a day to day basis and activities are carried out in the morning and afternoon. When children participate in the activity it is then evaluated by how well the children enjoyed and achieved during it. We also cater for children's interests as activities are planned around them and we do not force a child to do something they do not want to do.

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

If a child has SEND then we focus on what the child can achieve and monitor their development closely. We also adapt our planning and pedagogy to suit the needs of the child and allow them to develop in a stimulating environment. We use the EYFS to monitor child development and to

assess children's learning. When a child has SEND we work closely as a team and adapt our activities to suit their developmental needs as well as assist them with their learning.

How we provide additional support if your child has learning needs

If a child has learning difficulties we adapt our planning and activities to benefit them and to suit their developmental targets. We also plan for all ages and stages to allow all children to benefit from the activities. Also when children have learning needs we may adapt our pedagogy to suit the needs of the child and have additional measures, policies and procedures set up should they be needed. Also support from the SENCO and management would be available to assist staff with children's development. We also work with outside agencies that may be involved alongside parents to support the child in the best way that we can.

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

When a child has social and communication needs it can be difficult to interact with the child. Therefore we work closely with parents and any outside agencies which may be involved and use different techniques to support the child. Different learning styles are also taken into consideration including visual, physical, audible and kinaesthetic learning styles which may assist the child in their development. Children with social and communication needs also might need more support from an adult with some one to one time on activities designed to enhance their learning and support them to the fullest.

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

If a child had needs in regards to physical, sensory or medical then there are several things that we do to support them. In physical we assist them with whatever they may be struggling with, providing equipment or activities to enhance their physical needs. We also have several sensory based toys and equipment which can be used in different activities to support children's sensory needs. Also if a child has medical needs, every member of staff is paediatric first aid trained in case of emergencies and medicine is checked and has to be signed in and signed out by the parent/carer. Also if a child has specific medical needs or allergies, these are known by all staff and taken into account when meals are delivered or any activities regarding food and drink are planned.

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

Emotional health and wellbeing is very important to all children, especially when growing up. We encourage kind behaviour at nursery and provide a safe and stimulating environment for the children to develop in. Children are also supported and comforted when upset when separating from parents. Also there are stimulating toys and resources for the children to play with that capture their imagination and enhance their cognitive development. We also support children's emotional health by assisting them with their emotions. We ask the children how they are feeling and allow them to share their experiences and emotions with us. Also we lead by example by showing good behaviour and morals, therefore children who learn through imitation can see good emotional well being.

How we promote developing independence

We help to develop independence in many ways. We ask children what they wish to play with and allow them to collect it and put it away when they have finished. Free Flow Play allows children to wander and to play with whichever toys they like in any area they wish. Children also feed themselves when they are old enough to use a spoon, and then later a knife and a fork. This allows children to be proud of their accomplishments and promote their independence. Also with older children they may come into a conflict with other children, therefore we allow them to solve their own conflict which allows them to learn morals and to solve conflict peacefully without an adult.

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

Children's files/learning journeys are constantly being updated and checked. These files have the learning targets that a child should be achieving and through observations children achieve the targets through their play. Planning is also taken into account when regarding children's long term targets as we plan ahead for children to hit certain developmental targets.

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

The facilities in the setting are all risk assessed and maintained to ensure that no child is unsafe from them. Also we have large doors for children to open and plenty of space should any space be needed. The setting also has a stimulating environment with colourful displays and walls designed to capture the children's attention and inspire them. Children's work is also displayed on the walls allowing children to be proud of their accomplishments.

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

All children are treated equally and none are discriminated against. Children with SEND are just as important as any other child and we believe that everyone can be included regardless of SEND or anything else. We have rules and morals which apply to all children in the setting. We also involve parents in the daily routine and appreciate their input and feedback of the setting. All children are included in our activities and they are all involved regardless.

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

All staff are trained on SEN and any new practises which may come into effect. We have a designated SENCO (Special Educational Needs Co-Ordinator) who has in depth training into SEN and can assist any staff, parents with development plans or any SEN Concerns. Also staff are aware of how to identify children which may have SEN and planning, activities and the environment can be adapted to suit the needs of those children. Staff also work together to provide the best possible support for children that may have SEN, as well as other children and working as a team allows for different experiences, ideas and pedagogical factors to be taken into account.

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

There are several external agencies that we can call upon should we need them. Health visitors often visit families and can be helpful when monitoring children's development. Also we work closely with any children who may be involved with social services and Doncaster Safeguarding Children's Board. We also have a qualified nursing practitioner who can assist with any first aid or medical needs a child may have, and have contacts with the local doctor's surgery for any emergency or advice needs. We also work closely with parents to meet children's needs and take into account what they say and explain to us about their child/children.

How we prepare children to join our setting

When a child joins the setting the parents and child are invited to tour the nursery. This allows them to see how the nursery works and runs, as well as forming relationships with the staff and other children. A child starting nursery will then usually do a "Settling in session" where they are in attendance for a certain amount of time. This is to settle them in and familiarise them with the nursery and separation from their parents/carers. Once a child has started nursery then a file is made for them and information requested regarding their likes, dislikes, comforters and interests. This allows us to get to know the child and be able to adapt our pedagogy and planning for them to achieve the best possible development in the setting.

How we prepare children to move on from our setting

When a child is leaving the setting then their file/learning journey is prepared and fully updated to be passed on with the child to their next setting. Sometimes children will become upset when they realise they are leaving and need reassuring that it will be ok. We will work with the parents to make the transition as smooth as possible and ensure that everything possible is done for their child. When children eventually leave the setting then we always celebrate their achievements and accomplishments and allow them to be proud of themselves.

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

Resources that are specifically designed for children with SEND are used by those children as well as other children too. Children are allowed to share resources and to learn from them as they are all treated equally and fairly. Resources that are very specific that may not be suitable for other children may need to be kept safely, but they are risk assessed to ensure that no child is put in danger. Resources are all free flow play in the setting allowing for children to choose what they want to play with and this applies to the children with SEND.

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.