



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Little Buttercups of Trawden**

Setting Name and Address	Little Buttercups of Trawden		Telephone Number	01282 868199
	The Parish Hall Church Street Trawden BB8 8RZ		Website Address	Littlebuttercupsnursery.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the setting cater for?	0-4 years Holiday club easter and summer holidays 5-11 years			
Name and contact details of your setting SENCO	Charlotte Holden (01282 868199)			

Name of Person/Job Title	Charlotte Holden (SENCO & Manager)		
Contact telephone number	01282 868199	Email	info@littlebuttercupsnursery.co.uk

Please give the URL for the direct link to your Local Offer	https://littlebuttercupsnursery.co.uk		
Name	Charlotte Holden	Date	30.06.2025

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

Little Buttercups is a private full time children's nursery. We are open 7.30-6pm Monday-Friday 51 weeks of the year. Places are available for children from the age of 0-4 years.

We have 4 rooms: Babies, Tiny Toddlers, Toddlers and Pre-school. We are registered to care for 11 Babies, 10 Tiny Toddlers 12 Toddlers and 30 Pre-school children.

The majority of our staff team have a minimum level 3 qualification in childcare. All staff have safeguarding, first aid and food hygiene qualifications.

We have 2 nursery managers who have overall responsibility for the nursery and 2 deputy managers who support them with the day to day running of the nursery. 1 of our deputy managers is also our appointed level 3 qualified nursery SENCO. We also have our practitioners who have additional responsibilities, these include a named person for supporting behaviour, a named person with responsibility for parental involvement, and safeguarding leads.

Accessibility and Inclusion

What the setting provides

The building:

Our Baby room operates from the first floor of the building, all the other nursery rooms: Tiny Toddlers, Toddlers and Preschool operate on the ground floor of the building. On the first floor in addition to our Baby room there is the office and staff room. All rooms downstairs are wheelchair accessible. There is a ramp up to the nursery main entrance. Toddlers and Preschool also have separate outside entrances with ramp access to the rear of the building. Where possible we would adapt the first floor facilities to support children and adults.

In the nursery bathrooms the toilets and sinks are low and easily accessible. Our nursery furniture, toys and equipment can be adapted to meet children's individual needs, such as height adjustable tables.

As a setting we ensure that we offer parents a welcoming, friendly dynamic environment. On showing parents around we listen to them and their child's needs to ensure that we can support the child and their individual needs and adapt our nursery environment where necessary. From building this relationship with parents and with support from outside agencies we can then support the child to transition to nursery. The nursery SENCO works with children's keyworkers and other outside agencies to ensure the necessary adjustments are made to the environment and routine to allow the child to access and thrive in all areas of the setting.

We support parents to access all information from our nursery this means we will provide information in larger print, provide information translated into other languages, as well as verbally passing on the information rather than it just being in a written format. We have a parents information board which is located outside our main entrance, we send home termly newsletters, key information is given out to parents in our brochure pack before they start and we have a website that covers all aspects of our nursery.

Identification and Early Intervention

What the setting provides

We carry out regular observations and assessments of children playing and learning and link this learning to the development matters . By using the information from observations, assessments and the development matters document this helps us to support us identify children who may have additional needs.

When children start with us we assess their development through a baseline assessment within the first 3-4 weeks of them starting at nursery. We ask for parents to input into the baseline assessment by completing a prime area checklist, this helps us to gain a full picture of the child's learning at home. We then continue to track and assess each child's learning and development each term until they leave nursery. Each term when we have tracked the child's learning we plan individual 'next steps' to support their learning and to help the child progress across all areas of the development matters framework. These next steps are planned and shared with parents so that together we can support each child to develop and thrive. Practitioners use observations on a daily and weekly basis to highlight the child's learning, development and interests and to plan next steps. All observations and next steps are fed into the termly tracking to ensure that we are focusing on the correct areas for each child.

We work alongside the health team with the integrated 2 year review. The 2 years checks are carried out by a member of the health care team, we are given feedback from parents about these. We also carry out our own 2 year checks between the age of 2-2.5 years old, these are also shared with parents. If we or the healthcare team have concerns within the 2 year checks we communicate them with parents and families and each other as professionals to put support in place for the child in the areas of concern.

We have embedded a robust SEN/inclusion policy that we follow to identify children's needs and the outcomes that we follow to support the child and family.

We work very closely with our link inclusion teacher and other professional to ensure that as team supporting a child that we can provide the best outcomes.

Parents are always involved and lead in all processes and decision making. We pride ourselves on building strong relationships with parents and families, this allows parents to raise any concern that they might have.

Teaching and Learning Part 1 – Practitioners and Practice

We use the development matters framework, characteristics of effective learning and the statutory guidance of the Early Years foundation stage framework to plan provision and activities for the children. The development matters aspect of the EYFS is broken down into 7 areas of learning and development 3 prime areas and 4 specific areas.

We support children to be confident in the 3 prime areas as these underpin all a child's learning and development. Each individual child will progress through the EYFS at a different pace but we use our observations and assessments to monitor the progress and plan next steps to support each child's development.

When planning and sharing next steps we input the views from the child and parents to ensure that the next steps have a positive impact for the child.

The provision and activities at Little Buttercups are adapted to ensure that we can care and support the needs of all our children. Children with identified additional needs are supported through individual education plans, provision mapping, working alongside other professionals and providing them with any extra support that they may need.

All plans and support that we have in place for children with additional needs have a main thread running through them, including parent's views and ideas and the child being as involved as possible. We believe this is to be of utmost importance to ensure that we can plan and review together.

Each child has their own key person and a buddy key worker. The role of the key person is to meet the needs of the individual child from care giving to record keeping. The key person builds a strong relationship with the parent/careers and families to ensure that we are all working together to support the child to grow, thrive and learn. The Buddy system is in place for when your child's key person is off the 'buddy' will take over this role for your child.

Teaching and Learning Part 2 - Provision & Resources

We provide a large range of age appropriate resources to support all children's learning and development. We use our Individual education plans, provision mapping and next steps to identify resources and activities that maybe needed to support children's individual needs.

We work alongside other professionals for example speech and language therapists or the educational psychologist to ensure that we are providing the correct resources, activities and experiences as well as a providing each child with a rich and supportive learning environment. All Little Buttercups activities are inclusive for everyone so that we can all develop and thrive at our own paces.

Reviews

Children's learning journeys including observations and termly assessments are available to parents all the time via the I connect app. Parents are welcome in the setting to discuss these at any time alongside parent catch up meetings which we offer throughout the year.

The I connect system also allows parents to upload home activities or interests so that we can follow and develop these at nursery.

At our twice yearly parents meetings we speak to parents face to face to go through the termly tracker and plan next steps for their child. During this meeting parents can ask any questions or share any concerns that they may have. We also encourage parents to discuss any concerns at any time.

All Individual education plans are reviewed on a regular basis with parents. All SEN meetings are planned around parents to ensure that they are able to attend.

Transitions

Before a child starts at nursery we encourage all parents and children to come and look around this allows them to get a feel of the setting and meet our staff

We organise 'settling in sessions' these are opportunities for the parents/carers and child to start to build the relationship with the key person, begin to feel safe and comfortable within our nursery environment and for us to gather information from the parent/carer about the child to ensure that we can meet their individual needs.

The parents complete an 'all about me' document, a prime area check list and other essential forms. There is no set amount of settling in sessions we plan these to cater for each child's individual needs.

When children transition from one room to another we plan this with the parents/carer for when we feel the best time is for the child. The key worker will do settling in sessions with the child to the next room and pass on verbal and written information to ensure a smooth transition.

The parent/carer will be shown around the next room and introduced to the new key person.

When children move onto school or another setting we complete a transition document which covers the child's learning and development and information about them that will help them settle in the new setting.

Transition meetings are carried out for all children. A member of staff from the new setting/school and a parent are invited to come and play with the child at our nursery. At the transition meeting we would always invite SENCO'S from the new setting and any other professionals that are involved with the child so that all information can be passed on.

When a child goes to settling in sessions at the new settling/school we will provide support on those first session by offering for the child's key worker to attend to support a smooth transition.

Staff Training

The majority of our staff hold a level 3 minimum qualification in childcare, we have staff that are level 4 trained as well as level 5 trained in early years and learning. As a staff team we have many years of practical experience in the childcare sector with lots of fresh ideas and resources

Appropriate training is given to the nursery SENCO and for the staff working with the children with additional needs. Our nursery SENCO holds a level 3 qualification in the early years SENCO role.

Further Information

Welcome to Little Buttercups of Trawden children's nursery. We are a family run nursery set in the lovely rural location of Trawden.

Our mission is for children to be encouraged to play, inspired to learn and to nurture their future.

We aim to provide a high quality, safe, nurturing and happy learning environment for each individual child to develop to their full potential. We aim to provide a stimulating outdoor environment and a healthy delicious menu as we believe these are the recipe for children to develop and thrive.