



SEN and Disability

Local Offer: Early Years Settings

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

Setting Name and Address	Little Buttercups of Trawden Church Street Trawden BB8 8RZ		Telephone Number	01282 868199
			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			
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	30.05.2018

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.

At Little Buttercups we have 3 rooms' babies, Toddlers and Pre-school. We are registered to care for 6 babies, 11 toddlers and 31 pre-school children. Baby room is for children 0-2 years, toddlers 2-3 years and pre-school 3-4 years.

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

We have our nursery manager who has overall responsibility for the nursery and has the role of SENCO. We then 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:

The main nursery rooms: babies, Toddlers and preschool all operate on the ground floor of the building. On the second floor we have our office, staff room and a play room. All rooms downstairs are wheelchair accessible. There is a ramp up to the nursery main entrance and Toddlers and Preschool also have separate outside entrances with ramps. We would adapt where possible to support children and adults to us the upstairs play room. 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 accessible 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 in the foyer, we send home monthly 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 Little Buttercups nursery.

Identification and Early Intervention

What the setting provides

We carry out regular observations and assessments of children's playing and learning and link this learning to the EYFS. Using the observations, assessments and the EFYS supports us to 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 'what to expect and when' 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 once 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 EYFS. 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 either the health team or us have concerns within the 2 year checks then we would communicate 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 always are involved and lead in all the processes and decision making. We pride ourselves on building strong relationships with parents and families this allows parents to come and raise any concern that they might have.

Teaching and Learning Part 1 – Practitioners and Practice

We use the development matters, 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 termly 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 all 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 to enable them to thrive as an individual. All plans and support that we have in place for children with additional needs have a main thread running through them and that is parents views and ideas as well as the child being as involved as possible this we believe is so important 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 works that if your child's key person is off then 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 or the educational psychologist to ensure that we are providing the correct resources, activities and experiences as well as providing each child with a rich and supportive learning environment. Any activities that we do at Little Buttercups are inclusive for everyone so that we can all develop and thrive at our own paces.

Reviews

Children's learning journeys which include observations and termly assessments are available to parents all the time via the I connect app or parents can come in to the setting and go through the hard copy of the learning journey with the child's key person at any time. The I connect system also allows parents to upload home activities or interests so that we can follow and develop these at nursery. Each term we speak to parents face to face to go through the termly tracker and plan next steps for their child. At this time parents can ask any questions or share any concerns that they may have.

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 our staff team. We then 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 what to expect when document and other essential forms. There is no set amount of settling in sessions we plan these to cater for each family's 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 those children that require it and we always try to invite the new setting to come and play with the child whilst 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 sessions by offering for the child's key worker to attend to support a smooth transition.

Staff Training

All our staff team are fully qualified to a minimum of a level 3 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 hands on practical experience in the childcare sector with lots of fresh ideas and resources of how we at Little Buttercups can support all children. Appropriate training is given for the staff working with the children with additional needs, also for those with SENCO responsibilities.

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.

