



## SEN and Disability

### Local Offer: Early Years Settings

Name of Setting: **Baby Brook Nursery**

## The Setting

Baby Brook Nursery is a Private Nursery based in the grounds of Clayton Brook Primary School. The building is a purpose built setting, with flat access or access via stairs or ramp.

We cater for children from birth to 5 years of age and up to the age of 11 in our after school club provision held in the brick built building that was formally the children's centre.

We have 4 rooms available for the children, an under 2's room which is divided to allow none walking babies to have their own space. All other children are split over the other 3 rooms with the older children using the rooms in the second building.

Debbie Marshall is the Manager at the setting, working with a Deputy Manager, Alisha Mannion and 12 other staff members.

The SENCo's are Debbie Marshall and Emmy Cousins who work alongside the staff to implement Targeted Learning Plans, SALT Programs and other specialist programs.

## Accessibility and Inclusion

The main building is accessible via a ramp or stairs with flat access available at the brick build building.

All doorways are wide enough for wheel chair access and we have 2 accessible adult toilets (one in each building). There are 3 children's toilets in the main nursery building, one is a wide access toilet to allow for children's wheelchairs or walking aids and allow for a practitioner to assist the child. We have a walk up changing unit for children who are still in nappies. The second building has 2 children's toilets and a walk up changing unit.

We have a parent information board in the entrance to the nursery and in the entrance of the second building; these have relevant information for the parents including community activities and support available to them with regards to their children such as help with behaviour, Speech and Language difficulties and information about where they can get help.

There is also EYFS information available and specific handbooks that can give parents ideas of things to do at home. In this area Parents are able to see pictures of all staff, alongside their qualification details. Eight out of 9 staff are Paediatric First Aid Trained with the other staff member on a waiting list for the next available course.

We strive to make the setting as accessible as possible to all families and we are prepared to make reasonable changes where necessary.

All rooms are large spaces with furniture that can be moved and adjusted to suit the children who are using it at a given time. We have plenty of floor based or table top activities available depending on children's individual needs.

## **Identification and Early Intervention**

When you are shown around the nursery you will be told about the way we track children's development through the Early Years Foundation Stage (EYFS), linking to the Early Years Outcomes. Our tracking process allows us to see and gaps in children's development, where they need additional help and where they are excelling. This allows us to see if a child needs any help in any of the 7 areas of development, particularly focusing on the 3 Prime areas. These are Physical Development, Personal, Social and Emotional Development and Communication and Language. The system we use provides us with clear access to a development wheel which allows us to look where the children have gaps in their development therefore allowing us to focus on a specific area.

We also carry out a '2 year check' on all 2-3 year old children in our care. This, where possible, will be carried out before your child's 2 year check with the health visitor; this can then be shared with them. You will be asked to look at this with your child's key person and fill in your own comments. This helps to form the integrated review.

If a Key Person had a concern about your child, they wouldn't wait until the 2 year check to inform you. This would be done as soon as possible after the concern arose. Upon an area being highlighted as a concern or a gap in a child's development the key person would plan and carry out activities to try and bridge this gap. If after completing these activities there is still

a concern the Key person would speak to the settings SENCo. The key person and SENCo would discuss the next step to be taken. Then the Key Person would speak with you to discuss the implementation of a Targeted Learning Plan (TLP). This would focus in on 2 areas of need, allowing the key person to focus on gaps in development whilst giving the child achievable targets.

Once the TLP has been in place and worked on, the SENCo, key person and you would meet to discuss the next steps. If progress has been made then another TLP would be put in place. If it was believed that further intervention from other professionals would be helpful the SENCo would advise of the best path to follow.

The SENCO provides help and support to the parents and all staff and will liaise with other professionals, such as the SEND Team, Speech and Language Therapists (SALT), Physio's, occupational therapists etc.

Baby Brook has a strong relationship with the local school who are able to offer us a referral service to a community SALT. This allows us to refer to the SALT whilst waiting for and NHS referral. Children will be seen within half a term and nursery can then implement a SALT programme whilst the child is waiting for the NHS referral to come through.

All of this helps us to support the children based on their own individual needs, wants and interests, whilst supporting parents to get the support their child needs from other professionals.

## **Teaching and Learning Part 1 – Practitioners and Practice**

Here at Baby Brook we follow the Early Years Foundation Stage (EYFS) framework. This allows us to track children's development through the Early Years Outcomes which is suitable for children from Birth – 5 years of age and is the same curriculum used by schools for the child's reception year.

Each child is given a key person, who is responsible for monitoring the children's development and planning and executing exciting and motivating activities that are based on each individual

child's interests. This enables children to learn and develop through play, whilst playing with toys and equipment that interest them and following themes that meet their interests.

To track children's learning and development, observations are completed on computer software. This is called Capture. The capture system speeds up our observation process, allowing us more time with the children and less time completing paperwork. This system also allows parents to be linked to their child's profile. This means that you are able to get updates about your child's day and their achievements and you are able to share their achievements from home, enabling us to extend their learning in the setting. You will receive paper copies of your child's Learning Journey when your child leaves to go to school.

There are 7 areas of development which are split into 2 sections, the prime areas and the specific areas of development.

#### The Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

#### The Specific Areas

- Understanding the World
- Literacy
- Expressive Arts and Design
- Mathematics

We use these areas to track a child's development, and promote further achievements. Each child is given a key person who monitors their development by planning activities that meet the child's age and stage of their development whilst following the individual child's interests. The key person will take pictures of the child and observe what they are doing to review their development. Tracking a child's development this way allows any gaps in development to be highlighted quickly, allowing for early intervention. If there was an area where your child needed additional help, we would follow the process listed in the identification and Early intervention section.

The SENCo and the key person will ensure that the nursery is a suitable environment for your child to play and learn in, including lots of resources that are suitable for your child. The SENCo is available to parents to discuss with you how best to support your children in the setting and the best way forward to aid their development and promote good progress.

Once additional support is in place for your child they would be placed on Wave 2 and the nursery would follow the graduated response to intervention. Once this process had been followed we would review what needed to be done next. If we felt that your child would benefit from additional support then we would discuss with you the options available. The most likely way forward would be to refer your child to the Inclusion and Disability Service (IDSS). Your child would be then placed at Wave 3. Once this referral had been made (known as a request for guidance) you would be invited in to meet our IDSS inclusion teacher, who will gather information from you as the parents, your child's key person and the nursery SENCo and also by observing your child in the setting. Then a plan would be put in place and the need further referrals and intervention would be discussed.

## **Teaching and Learning Part 2 - Provision & Resources**

There are many different ways that the practitioners support your child whilst at Baby Brook. This is done by having a variety of high quality and stimulating resources, with motivated and interested practitioners to promote the effective use of these resources.

All practitioners provide a rich and stimulating enabling environment, with activities planned to support children's individual interests. This is Wave 1 intervention and is available for all children in the setting as a basic need.

If your child is identified as needing extra support, specialist support or specialist equipment, we would discuss this with the inclusion teacher and the SENCo and you, as parents to decide what the best path to follow is.

Additional recourse will be purchased where necessary and we will make reasonable adjustments to the environment.

If we needed further help, we would discuss applying for additional support and this would be done to IDSS. All evidence we have collected would be sent to the SEND team and it will be discussed at a panel meeting where the level of support will be decided. The normal process would be to request more visits from our IDSS teacher and also to request Higher Level Teaching Assistant (HLTA). If awarded the HLTA would be able to come into the setting and work with your child and their Key Person to work on specific activities to promote development, integration into the setting and focus on any areas that your child needs additional help in.

## **Reviews**

It is the job of your child's key person to complete regular observations and promote their development. These are stored on Capture and then printed to form part of their learning Journey along with art work and other evidence of their development.

The Key Person will continuously review your child's progress and formally do this at the end of each term (December, March and July). This will also be reviewed at the practitioner's supervision, where the manager will look at a summative assessment of the term and help the key person to plan for each child.

## **Transitions**

Our induction process is in place to ensure that your child settles into Baby Brook quickly and smoothly. We will invite you and your child into the nursery for free induction sessions before your child is due to start at the setting. How many visits and their duration vary from child to child. We will ask you to stay with your child for a while, and then leave them for short amounts of time. This will be discussed when you are on your first induction visit. These sessions allow you and your child to get to know the nursery, where things are situated. Most importantly you will get to meet the staff who will be working with your child, and meet your child's Key Person. During these visits you will be given further information about the nursery and asked to fill in further forms about your child, including an 'All About Me' form and the 'What to expect When' Document which allows you to look at your child's development, and fill in which statements best fit your child, this gives us a starting point for monitoring their development. We will also ask you to share any previous documentation from previous nurseries or medical reports etc.

Baby Brook is a small nursery and the staff pride themselves on getting to know all of the children, not just those that are in their key groups. This allows for smoother transitions from room to room. To ensure that this is a solid transition, the child's key person will spend time with them in their new room, introducing them to a new environment and other staff members. Where possible, one member of staff will move through the rooms with a group of children at transition times. The Key person will also fill out a room transition form (if they are having a new key person). This has specific information about the child, including any support they receive, sleep time, comforters and main likes and dislikes.

Children who are going to be attending Clayton Brook School will leave the nursery to go to the School Pre-School the term after they turn 3 years of age. The children will move across if they are ready, if we feel that another term at the nursery then this will be arranged in liaison with you and the school. This transition is managed by inviting the Pre-School Teacher into the setting to meet the children who are transitioning and spend time in their own environment where they feel comfortable. A practitioner from their room will then take the children over to the school nursery and spend some time there. This allows the children to see their new environment with a familiar adult. The Key Person will also complete a transition document; this will include personal information about the child (support, likes and dislikes etc.) and also a development summary. This allows the child's new teacher to have a solid starting point for your child when they start at the pre-school and ensuring that the teacher is aware where your child is achieving, excelling or where they may need additional help. This process is also followed for children who are moving straight into the reception class at Clayton Brook Primary School.

This process would also be followed, where possible, for children moving to another pre-school or another school. In this instance, the school teacher would be invited into the nursery the term before they leave. The teacher could observe the child in their own environment and see what their likes and dislikes were and speak to the child's key person to get a brief overview of the child. As described above a transition document would be completed and passed onto the new setting.

To prepare the children for their transition we ask school and pre-schools to provide us with



pictures of their teachers and teaching assistants, and the main areas of their setting such as cloak room, toilets, play areas and main play room. These are laminated and made available to the children. This enables children to know what their setting looks like and what their new teacher will look like. This will help the settling in process.

## **Staff Training**

At Baby Brook there are currently 10 Practitioners and 1 cook.

The nursery manager holds Early Years Professional Status, BA (hons) in working with children (early years) and CACHE Level 2 Award in Supporting Individuals with Learning Disabilities. The manager also has over 14 years' experience of working with children, including those with additional needs.

5 practitioners hold a full and relevant level 3 qualification, 2 have a full and relevant level 2 qualification, 1 apprentice working towards a level 2 qualification and an unqualified nursery assistant. Between us we have a wealth of experience and knowledge of working with and educating children, enabling us to provide excellent quality care and education throughout the nursery.

8 practitioners hold a Paediatric First Aid Qualification; the other staff are awaiting training dates to complete this qualification.

3 members of staff are trained to assess children on the Wellcomm Toolkit, which enables early intervention for Speech and Language difficulties.

All staff members have and safeguarding and child protection qualification (level 1). The manager and one other member hold a level 2 qualification in this area and are the safeguarding nominated officers.

All staff members regularly attend training courses to ensure that knowledge is up to date. The nursery manager attends cluster meetings each term to implement further changes in regulation.

We have a wealth of experience of working with IDSS who work with and support all practitioners to provide the best care for children with any additional needs. Our inclusion teacher will guide your child's key person to complete activities relating to their TLP and implement any specialist programmes such as physio tasks for a Speech and Language episode plan.

### Further Information

If you require any further information please feel free to contact the nursery on 01772 697501 or via email to [info@babybrooknursery.co.uk](mailto:info@babybrooknursery.co.uk)

Please ask to speak to Debbie Marshall the nursery manager and SENCo or the deputy manager.

Alisha Mannion is our Promoting Positive Behaviour Lead. Please speak to her or the SENCo if you have any concerns in this area. She can be contacted on the above phone number or email address.

If you would like to come and visit the nursery, please feel free to pop in at any time. We do ask you to avoid our lunch times between 11.30 and 2 pm, as we are quite busy during this period and would not be able to give you our full attention. If you would prefer, please feel free to book an appointment with any member of the team.