



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Kinderbear Nursery Ltd.**

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO and the following link to the Local Authority's Local Offer:

<http://www.kinderbear.co.uk/localoffer.pdf>

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME-

eg LO-LITTLENURSERY-

Setting Name and Address	Kinderbear Nursery Ltd		Telephone Number	01282 777277
			Website Address	www.kinderbear.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: As a setting we have supported children with a range of special educational needs	
	X			
What age range of children does the setting cater for?	0-8 years			
Name and contact details of your setting SENCO	Alison Pulleyn & Lindsay Wilkins (01282 777277)			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Alison Pulleyn – Company Director		
Contact telephone number	01282 777277	Email	Alison.pulleyn2@btinternet.com

Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	http://www.kinderbear.co.uk/localoffer.pdf		
Name		Date	10/04/2017

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

- Kinderbear Nursery is a family run business established by Alison & Brian Pulleyn in 2002. We are both actively involved in the day to day running of the nursery on a daily basis and strive for excellence.

We cater for children aged 0-4 years within the nursery and operate a small before and after school club for children up to the age of 8 years.

We are registered for 80 children daily, 33 of those being in our under 2 units situated on the first floor of the building. The 2-4years are encouraged to free flow throughout the rooms available in the main nursery, giving them independence and freedom of choice.

Alison leads a strong, established team of 29 staff. Lindsay Wilkins is the full time Nursery Manger and is supported by our Under 2s Manager, Jane Robertson to lead their team and also 5 Senior Practitioners for support and guidance. We have a degree level staff that acts as our curriculum co-ordinator to ensure quality and continuity. A senior practitioner acts as our Medication Officer.

What the setting provides

The setting is a full day care setting. Places are available for children from the age of 0-8. The setting is open Monday to Friday, 7:30am - 6:00pm, 51 weeks of the year. The setting is registered to take 33 children under 2 years, 47 children aged 2-4 years.

The setting is organised in to groups by age. There are two rooms for children aged 0-2, these are usually split into groups of 0-15 months and 15months-2years though this is a flexible arrangement depending on the needs of the children. The 2-4years are encouraged to free flow throughout the rooms available in the main nursery, giving them independence and freedom of choice. . The role of the Senior Practitioners is to lead and support practitioners working within each age phase, monitor the provision on offer in the setting for their age phase and ensure there is consistency.

Accessibility and Inclusion

What the setting provides

The building:

The setting is housed in a purpose built two story building. The building is wheelchair accessible from all entrances/exits.

There are two accessible toilets in the building. These are adult facilities but they can be used for children if they are required.

There is a small storage area for buggies and car seats. Although space is limited, this area is also used to store specialist equipment such as standing frames when they are not in use.

The corridors are illuminated by strip lighting there is no natural/day light in these areas. The

walls are painted orange and the skirting and architrave is white. The flooring is wood-effect non slip vinyl.

With the exception of the accessible toilets, all the internal doors around the building are standard door size. Some of the doors to rooms have viewing panes at the top and bottom. There are laminated A4 paper signs which name the rooms and toilets.

There are parent information boards in the entrance area. These contain information about the setting, including some policies. The information boards also contain information about activities and events in the local area such as at the local children's centre. The information from other providers is only available in the format in which it is sent to us. However, some nursery policies are available in large print if requested, this is something we continue to improve and develop. For families who require it, we are able to make copies of policies available electronically.

The rooms:

All the rooms are illuminated with strip lighting and there are vertical or roller blinds on all the windows. The walls are painted in a bright colours with display boards mounted at adult height. The display boards are backed in bright colours to stand out from the walls. The floors are carpeted in some areas and others are fitted with non slip vinyl. Rugs are used in all the rooms to make comfortable areas for play and relaxation. In the 0-2s rooms there are also fridges for storing food/milk etc. Apart from the kitchen areas all the furniture is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs.

In the **0-2s rooms** there are low chairs with low tables, there are large rugs which cover ½ of the floor. Cushions, baby bouncers, 'Bumbos' and pillows are used to make soft/comfortable areas. There are three cots in the 0-1s room and – children can also make use of wipe able sleep mats in this age group. For meals, high chairs are available for the 0-1s and, where required, for the 1-2s. Resources are suitable for children under 2 and include toys that light up, vibrate and make sounds. Treasure baskets are used to encourage and support play and exploration.

In the **2-4s rooms** the furniture consists of toddler sized plastic chairs and tables. Rugs are used to make a book and circle time area, as well as a soft play relaxation area. Toys are stored in child height units. There are pictures and labels on the front of storage boxes to identify what is in them. The sand area is a large walk in space where children can sit freely to dig and mould.

There is a low level desk for the computers and the interactive whiteboard is fixed to the wall at children's height. For children's toys/resources, storage units are all at children's heights. Photographs and labels are displayed on the front of boxes so it is clear what is in them. Resources are organised in to areas of provision. In each area sign vocabulary is displayed so practitioners can refer to it when supporting children in play. Toys are resources are appropriate for children age stage.

The Outdoors:

The outdoor environment is laid with a colourful rubber safety surface. It is accessible via a ramp. The provision is partly sheltered by a large fitted canopy to offer protection from the weather.

The whole area is even and is suitable for children who use walking frames or wheelchairs.

Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children attending the setting.

Resources are housed in large boxes in order that continuous provision areas can be set out daily but packed away to protect them from the elements.

Identification and Early Intervention

Upon registration parents are asked to complete detailed forms about their child and express any concerns they may have and/or give details of any additional support that their child is currently receiving.

The changes to the EYFS which now defines the prime and specific areas, and the introduction to the 2 year old assessment may highlight early indicators where more support may be needed in order to encourage development between the age phases. With support from the parents, child's key worker and the health visitor's 2 year old check, reasonable targets can be put in place to further support the child's development within these age phases.

Where concerns arise, additional observations will be made on the child, the information that we collect may be used to inform an Initial Support Plan. This plan will indicate any changes which we can make on a whole setting or individual basis which will support the child in making progress. If concerns continue a Targeted Learning Plan (TLP) will be made with the inclusion of the child's parent(s), and where necessary we may collaborate with other relevant professionals in this TLP which will be reviewed regularly by all involved.

If reviews show satisfactory progress then all the professionals involved will make a decision as to continue at the same stage or revert to an earlier stage or whether a referral for statutory assessment is needed. We are happy to liaise with the local authority to support each child and their SEN are will share the information gathered to inform the assessment process.

If a child has a statement of Special Educational Needs we will work with the relevant professionals to create a TLP based on the recommendations made in the statement. Progress will be reviewed at least three times a year and an annual review will inform any changes considered necessary for the following year.

As a child with SEN transfers from our setting to their chosen school, a meeting will be arranged inviting all professionals who will be involved in the future care and education of the child and a new plan created to support the transition.

Our SEN Policy provides information to our parents on how our children will be appropriately supported and is given out during induction.

What the setting provides

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, observations and comments from parents/family and friends, tracking information about their progress across the areas of learning and development within the EYFS and information from screening tools such as 'WellComm'. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents each term to look at the learning journey and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person they can ask them and the key person will liaise with the room leader or deputy manager to make arrangements to be able to be released from the group at a convenient time.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.
- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Our SEN Policy is available in the setting.

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three).

We use provision mapping to identify ways in which children can be supported.

Teaching and Learning Part 1 – Practitioners and Practice

Kinderbear follows The Early Years Foundation Stage Curriculum which bases teaching and learning around the principle of observation, assessment and planning for each child.

Throughout the nursery a variety of continuous provision areas are provided in order to create learning opportunities for the children and stimulated their individual interests. Our under two's unit is divided into two spacious rooms each housing areas of continuous provision suitable for the children within them. Whilst playing in these areas, Early Years Practitioners observe the children and provide them with suitable enhancements to support and stimulate their developing interests. Each observation carried out is related to the development matters outlined in the EYFS (Early Years Foundation Stage) in the particular age phase the child is working towards. Each enhancement provided is then added to the planning board informing others of its purpose and removed from the area when the child no longer requires it.

Planning is designed to meet the needs of the individual child through these enhancements and continuous provision areas.

We offer advice to our parents on services offered by others such as speech and language, and offer parents information evenings on topics such as EYFS Curriculum.

All our staff continuously observe the children and use these in planning. Circle time or one to one key worker time is seen as an opportunity for the children to express their own views. Both the children and the parents can access their own Learning Journeys at any time. This is actively encouraged, and parents are asked to share these at home and feed back their comments with regards to their child's learning.

What the setting provides

The setting works within the framework of the EYFS. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

In the 2-3 age phase the prime areas remain significant but there is an emergence on the specific areas of development and learning

In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Activities and provision are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. In our setting we hold information evening for parents when their child moves age phases. These sessions introduce parents to the EYFS and ideas for ways in which they are able to support, encourage and develop their child's learning at home. We have activity ideas and resources that parents can loan from our library and practitioners are able to talk to parents about these and offer ideas and advice should they want it. Parent information boards also display information about elements of early learning development and how this can be supported at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to their child's key person or the deputy manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, once each term the key person sits down with the child and they look through the learning journey together. The key person talks to the child about the things they have done and annotates the journey with the child's comment. In our setting children are able to use digital cameras to take pictures of the things they have done in nursery, these can then be included in the child's learning journey.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

Each age phase is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs

Where children require access to resources that are significantly different to the resources available within their age phase we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or buy purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and their age phase leader. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

In our setting we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

Reviews

Each perspective parent is given a detailed show round our facility. As we operate an open door policy no appointment is necessary. On registration, this is re-enforced, ensuring that parents are secure in the knowledge they can discuss their child's progress at any time..

Parents are provided with daily feedback as to how their child is doing, ensuring appropriate information is shared regularly.

Transitions

What the setting provides

Before children start attending our settling we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time in the age phase room they will be joining. We have a settling-in policy which is shared with parents when they register their child with us. The age phase leader or deputy manager will talk to parents about their and their child's preferences for a settling period and endeavour to meet these needs as best we can.

We have a comprehensive transition policy and procedure which we follow when children are ready to move age phases, leave nursery to attend a different setting or move on to school. This is available to parents within our setting. The policy and procedure includes additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child!

Staff Training

What the setting provides

All practitioners in our setting are qualified to level 3 or above. The Director, deputy manager and nursery manager are both qualified to level 4.

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

Within our setting we have staff who have completed the following training courses:

- Customer Care
- Team Leading
- Makaton
- Observation & Assessment
- CAF Training
- First Aid
- Safeguarding
- Prevent duty
- FGM

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow.

We also make use of the local authorities Children First website to access information and e-learning modules such as CAF training.

Further Information

What the setting provides

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery .