



SEN and Disability

Local Offer: Early Years Settings

Name of Setting:

Beautiful Beginnings Day Nursery

What the setting provides:

Beautiful Beginnings offers everything that you would expect from an outstanding (ISI Inspection 2014) modern day nursery with the added benefit of being set in 50 acres of outstanding park and woodland, the location is breath-taking.

It is the combination of outstanding childcare and the inspiring, motivating and exciting environment which makes Beautiful Beginnings Day Nursery so unique.

If you are considering which nursery to choose for your child we would welcome the opportunity to show you around and enable you to appreciate the uniqueness of our nursery and its environment.

At Beautiful Beginnings Day Nursery we aim to provide the future generation with the skills and confidence to help them to grow to their full potential by providing them with the opportunity to learn and have fun.

Our interior is designed in a bright, attractive, clean, warm and welcoming way, to make everyone feel comfortable and at home. Our furniture and equipment have been carefully chosen to be of high quality and age appropriate, allowing children to learn through the freedom of play with the importance of safety in mind.

Our outside area has been fully designed with our ethos 'education in harmony with nature' and equipped to allow the children the freedom to play, using a mixture of imagination and physical dexterity. In order to achieve this we aim to encourage the physical, intellectual, linguistic, emotional and social skills that children need to develop their self-esteem and confidence. This enables them to become happy, fun loving children with the enthusiasm to learn and make friends whilst feeling independent and respected.

Expressed simply our aims for your child are:

- to have fun, smile, laugh and be happy
- to become confident and independent
- to have strong relationships with peers and develop the necessary social skills to do so
- to develop a lifelong love for learning
- to develop his/her own skills and abilities to maximise potential in all areas
- to feel secure and respected within a loving environment
- have key people (adults) who know your child

At Beautiful Beginnings Day Nursery we understand that parents are children's first and most enduring educators. It is therefore our aim to work together with parents to ensure that we are having a positive impact on the children's development and learning. Beautiful Beginnings provides a safe, caring and stimulating environment delivering exceptional standards of care and education. We offer both part time and full time care between 07.00 - 18.00, Monday - Friday, for 51 weeks of the year. We also offer 'settling in sessions' for your child prior to them starting.

Children are offered a wide range of activities, both outdoor and indoor, using a variety of materials and resources in a safe secure environment. We encourage the development of social, emotional and physical needs of all children, working closely with parents to provide a level of care that meets the highest of standards - building a trusting and confident relationship from the very first day.

All children are provided with the following menu throughout the day:

- 7-9am: Breakfast
- 10am: A healthy snack
- 11.30am: A hot lunch and dessert
- 2pm: A healthy snack
- 3.30pm: A hot meal

These meals are prepared and made fresh each day on site by our catering team. All dietary requirements are catered for, including food intolerances, family preference or cultural needs.

The setting is divided into four age groups;

- Baby Unit 0-1's
- Toddlers aged 1-2 years
- Toddlers aged 2-3 years

Accessibility and Inclusion

What the setting provides:

- Our setting has a car park with accessible bays dedicated to Nursery parents.
- The Nursery is a one floor structure with wheelchair access to all classrooms.
- The Pre School is situated within a different building and is accessible by wheelchair when required (using ramps).
- There are 3 sets of toilets on site, all have wheelchair access.
- Changing facilities are situated within all classrooms.
- Our displays are a mixture of low level and medium height. Boards are backed with neutral colours and any photographs or text are printed in large format.
- Policies and procedures can be found by the main office/reception area, on the Parent Information Board and on our website.
- Each classroom is spacious with lots of natural light. All furniture is age appropriate and can be accessible at all times to all children.
- All resources are clearly labelled with a photograph, in Pre School the photograph is accompanied by text.
- All furniture is easily transportable and can be moved to suit the needs of the children within each age group.

What the setting provides:

At Beautiful Beginnings we complete ongoing observational assessments of all children in our care. These are linked to the development matters ages and stages of development, which can help us to identify individual needs of the children on a monthly basis. In addition to this a report will be written three times a year to summarise your child's development, these are then shared with parents during termly parents evenings. If we find that this information highlights a need for intervention these observations will be discussed with the room leader, the setting SENCO: Laura Lattimer and setting Manager.

We operate a Key person system at Beautiful Beginnings, with each child having a self-chosen Key Person; this involves one person taking on responsibility for the care and education of that child whilst at Beautiful Beginnings Day Nursery. Each key person has a 'buddy' which means that if for any reason the key person is off there is another person to take on that responsibility. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information, these relationships will begin to form during the settling in process. If you have any concerns about your child's development you can ask for time to discuss this in private with them in addition to planned parents evenings twice a year. If your child's key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.

Laura Lattimer, our trained SENCO can offer advice and support to the key person and room practitioners. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice from our IDSS Inclusion Teacher can be sought with parents' permission.

Reports from health care professionals such as health visitors and speech and language therapists identify children's individual needs. Our setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet the child's ongoing individual needs.

Observations, listening, assessments, evaluations all contribute to Individual Targeted Learning Plans (TLPs). We will listen to you as well as your child during this time and share good practice which can be used at home.

Our SENCO will explain how children's individual needs can be met by planning support using a TLP and the advice from the IDSS Inclusion Teacher.

Our SENCO, Laura, will explain who may become involved in your child's development and their role.

The key person will work with the SENCO to oversee the TLP targets for your child.

The Key person and the SENCO will identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist (SALT) or applications for additional funding, AIS.)

TLPs will be reviewed with parents every 6 weeks (sooner if required).

The key person's role will foster relationships with and understand the individual children. Our SENCO will maintain an overview of experiences and progress. She will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed.

Decisions made about how much support a child will receive is monitored through observations made by the key person of the child in the setting and then discussed with parents, SENCO and Manager.

Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment.

On-going partnership with parents by the setting and other professionals involved with the child/family will support the decision making process throughout.

The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family.

Reports from health care professionals or others working with the child and family will be used to plan support within the setting.

The IDSS Inclusion Teacher or other professionals working with the setting SENCO will support the decision making process linked to planned targets on the TLP. The TLP will be written with parents

Teaching and Learning Part 1 - Practitioners and Practice

What the setting provides:

Teaching and Learning Part 1 - Practitioners and Practice

- We follow the guiding principles of the Early Years Foundation Stage (EYFS):

Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured;

Positive Relationships - Children learn to be strong and independent through positive relationships;

Enabling Environments - Children learn and develop in enabling environments in which their experiences respond to their individual needs and;

Learning and Development - Children learn and develop in different ways.

- Activities will be adapted to ensure your child is able to interact fully with the environment in all age ranges.
- In our Induction file we provide you with a leaflet explaining the EYFS. There is also information on our website explaining the EYFS.
- At Beautiful Beginnings Day Nursery each child has a key person (in addition to buddy) which is chosen by the child during his/her settling in sessions. Their role is to develop trusting, sensitive relationships with parents and children and enable respectful sharing of information.
- Children's progress and development is monitored through the observation process linked to the EYFS ages and stages of development, termly assessments such as the 2 year old progress check and in discussion with you.
- Each child will have a Learning Journey; this will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child progress to their next steps. Each child's learning journey is accessible to parents at ALL TIMES.
- Planning is visually displayed in each classroom for parents to view if they wish.
- Twice a year we hold Parents' Evenings which allows parents/carers to come and talk with their child's key person. We will also communicate with you through termly assessment reports/ parent and key person meetings.
- If your child's key person has identified a possible individual need, observations and assessments will be discussed with the Special Educational Needs Coordinator (SENCO).
- Our SENCO will offer support and advice to your child's key person and other staff in the setting and will discuss these observations with you and plan with you to support your child's learning and development.
- Targets will be set on a Targeted Learning Plan to support the learning and development of your child after consulting with you and will include how you can support your child at home.

- In discussion with you, the key person and the SENCO will identify what support is required, if necessary, with the aim of enabling your child to become independent within the environment.
- Support may involve some additional input from within the setting and your child will be placed at 'Wave 2' of the graduated response to intervention which the setting follows.
- The Manager will maintain an overview of experiences and progress and the SENCO will work with staff to ensure we are providing the relevant and appropriate support.
- Your child's key person and our SENCO will work together to make sure that the environment, routines and activities support your child's needs and they will communicate with the rest of the staff to provide consistency and understanding within our team.
- Regular whole team and individual room meetings within the setting will ensure all staff working with your child knows your child's strengths and needs and how to support them.
- We work in partnership with you through information sharing, identifying needs, setting targets and next steps to focus on at home, reviewing progress towards these targets at Targeted Learning Plan (TLP) meetings.
- Your permission will be sought before involving outside agencies such as the Inclusion and Disability Support Service (IDSS). Should this be the case, your child will then be placed at Wave 3 of the graduated response.
- We will work alongside the specialist services involved with your child and they are welcome to visit the nursery. Working closely with you and your child will enable us to build stronger relationships and understand and support needs better.
- We have links with our local Children's Centre and can sign post you to support which is available through there, for example, drop in speech and language sessions.
- Children's views and feelings can be shared through photographs/objects of reference, reflecting on what they have done, achieved and enjoyed. Key person time and one to one time happens daily so that children can share their feelings, worries or concerns with that special person.
- Children are actively involved in the planning cycle; staff listen to the children through key person time or focused sessions and then input this into our plans. Children are enabled to set up the environment daily. They are encouraged to choose what they want to explore that day and are supported during this time.
- We hold regular training sessions for parents including phonics, mathematics and outdoor play. Parents are invited to come along, participate in a session and learn how this area of learning can be supported at home.

Reviews

What the setting provides:

Reviews

- Observational assessments along with assessment systems such as the 2 year old progress review which are all linked to the EYFS ages and stages of development are used to monitor your child's learning and development throughout the year.
- During Parents Evenings staff will discuss normal rates of development and whether we feel that there are any indicators of delay or concern.
- Twice a year we invite parents to a parent's evening which allows parents/carers to come and talk with their child's key person. We will also communicate with you regarding your child's progress through termly reviews or sooner if we feel that this is needed.
- You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in the setting and reviewing progress towards these targets.
- There are daily opportunities when you are welcome to tell us of your child's progress and give opportunities for two way communication between us. Telephone calls and/or emails can be used if parents work and are unable to bring/collect child from Nursery/Pre School.
- Your child's Learning Journey is available for parents to access at any time.
- Monthly observations are photocopied and sent home for parents to read and share with their child. There is an opportunity for parents to write a note on these observations and return them to the Learning Journey.
- Bulletins are sent home every three weeks and notices displayed to keep you up to date with what is happening at Nursery/Pre School.
- For under 3's a daily report will be supplied stating what your child has eaten, sleep times, nappy changes and what they have enjoyed learning/exploring that day. For Pre School parents verbal feedback is given and a planning sheet is provided at the beginning of each new topic.
- We have recently introduced WOW boards which are designed so that children can share those 'wow' moments, achievements that happen when they are not at nursery, so that as practitioners we can build the whole picture of development and to build on those home to nursery transitions. It is also a great way to develop the children's self-esteem.
- We value parents/carers involvement with the Nursery/Pre School. Parents are always welcome to come and observe their children at play for reassurance that they are happy, content and settled whilst in our care.
- You are welcome to become involved in fundraising for the Nursery/Pre School and regular coffee morning meetings, arranged by the parent representative are held half termly.

Staff Training

What the setting provides:

Staff Training

- All staff are experienced working with the Early Years age group and understand Child Development.
- We have 90% of our staff team at NVQ Level 3 (equivalent) or above. We have 3 staff working towards an NVQ Level 2 qualification and 2 staff working towards an NVQ Level 3 qualification.
- We have 2 Early Years Professionals.
- Our Manager is a qualified NVQ Level 2 & 3 as well as holding a Bachelor of Education in Early Years and Primary teaching. All of our Assistant Managers and Room leaders have at least a Level 4 qualification.
- Staff are encouraged to develop their professional skill sets through regular Continuous Professional Development; this is identified through regular supervision sessions and annual appraisals with the manager.
- All staff have an up to date Paediatric first aid qualification. We have a trainer on site who teaches an annual refresher and any requalifications.
- 2 staff have accessed specific training on Epilepsy awareness, 2 staff have accessed Sing-along.
- The Manager/SENCO regularly attend LCC cluster meetings to keep up to date with the latest information and news and cascade any information to all staff at staff meetings.
- A single central register is kept on all staff qualifications, reference and DBS checks and staff training.
- We have experience of working with IDSS - aims to help Early Years practitioners provide the best possible experience for children with SEND at Nursery/Pre-School. The team will support practitioners in meeting children's individual needs through observing children in the setting, offering advice, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training.
- Parental agreement will always be obtained before IDSS Learner Support become involved with any individual child.
- We share the site with our School. This enables us to seek a wealth of experience from teachers, other SENCO's and the Head teachers for advice and support when required.
- We also have a school Nurse who visits regularly.
- The SENCO attends termly SEND cluster meetings to keep their knowledge and understanding up to date. The information at these meetings is then cascaded to other staff through room meetings.
- FOR FURTHER TRAINING SEE TEACHING & LEARNING PART 2

Transitions

What the setting provides: Transitions

- On induction to the setting the SENCO, leader or key person and parents share information about the strengths and needs of the child. The parents will have the opportunity to accompany their child on several visits to help settle them and develop a relationship with the key person. The child will always be at the heart of all we do. We work with the parents and support the child together.
- If other professionals are involved, a team around the child (TAC) will be held with you to discuss your child's needs and ensure proper provision is in place before your child starts.
- When joining Beautiful Beginnings Day Nursery we offer all children however many hours of free settling in sessions to help them start to familiarise themselves and build relationships with key members of staff and get to know their environment. These sessions can be in the company of their parents or on their own. Each child will naturally gravitate towards one member of staff who will then become the child's key person and their role will be explained. The Key person will form a relationship of trust and support with the parent and the child during these sessions and will ask for Health Care Plans, Medical forms and "All About Me" forms to be completed with questions which will help the practitioners identify the children's needs, interests and to discuss if any agencies are involved in the child's development.
- If required staff will attend training related to a child's needs before they attend the setting. Meeting with the Health care professionals will help the child's transition into the setting. Ensuring any relevant documentation is shared in the setting if necessary, e.g. 'All About Me' forms, previous TLPs, paediatric reports, to ensure appropriate planning is in place. Parents and the key person should agree a consistent approach to ensure continuity of care from home to setting.
- If a child is transitioning to school or moving on to a new setting, the child's new key person and SENCO are invited to observe the child and discuss the child's strengths and needs. The child's current Key person and SENCO can attend meetings and share targets on TLP and minutes of review meetings.
- When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, TLPs, EYFS assessments and other relevant documents are passed on to the receiving setting.
- Photo books can be created of the new setting /school that the child can share with parents / key person on a regular basis before the move. The use of role play with school uniform, books and lunch time practise is a good way to help a child become familiar with new routines.
- Any reports or Learning Journeys will be given to parents; parents will then have the responsibility to forward onto the School/setting.
- Any Health Care Plans or medical reports will be shared with teachers when visiting our setting. Support can be given i.e. dietary needs, asthma action plans or TLP's.

Further Information

Further Information:

- Our setting operates an Open door policy at all times.
- Key people, administrative staff and a Manager are available for discussions at all drop off and pick up times.
- The first point of contact within the setting is your child's key person. The key person will then seek the support of the Assistant Manager, Manager or SENCO. If a parent feels the need to discuss their concern with a Manager immediately, a meeting will be arranged at mutually convenient time.
- Regular parents evenings and open days enable parents to formally meet with staff and discuss any questions that they may have.
- The settings SENCO, Manager or Headteacher will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children centre staff, IDSS Inclusion teacher and Speech and Language Therapist (SALT).
- The setting has a named practitioner for behaviour management and can also access support for parents from their Inclusion Teacher with parental permission.
- The settings Head teachers and Directors are responsible for enabling leadership within the setting to create inclusive policies, ensuring those policies are in place and up to date and ensure that there is sufficient staff to enable others to attend training helping to keep knowledge and understanding up to date. In addition they ensure that the open door policy creates an ethos that respects and welcomes all. They ensure that the environment is inclusive with resources that reflect diversity positively and encourage information sharing with relevant agencies. It is also their responsibility to manage finances and ensure that delegated Budget and Inclusion funding is used to promote inclusion.
- We have termly parental questionnaires which give parents the opportunity to voice their concerns. These are reflected upon and relevant actions taken. The setting has a Complaints procedure which is displayed on the noticeboard; any complaints are taken seriously and dealt with swiftly.