SEN and Disability

Local Offer: Tree Tots Nursery Kirkham

Lancashire County Council

www.lancashire.gov.uk

Setting name and address:	Tree Tots Nursery Kirkham, Fieldview, Freckleton Road, Kirkham, PR4 3RB	Telephone number:	01772 673600
		Website address:	https://treetotskirkham.co.uk/
Age range of pupils:	6 months to 5 years	Does the setting specialise in one particular type of SEN?	No
Opening times of setting:	7.30am-6pm Monday to Friday, 51 weeks of the year		

The Setting

Tree Tots Nursery Kirkham is a private, full-day childcare setting.
Comprised of 4 large rooms, a built in kitchen and separate outdoor spaces for each age group. Each of the learning rooms are located on the ground floor.
Our setting provides childcare for ages 6 months to 5 years and is registered for 90 children.
We are open from 7.30am-6pm, Monday to Friday, 51 weeks of the year.

Our key staff include the Nursery Manager, Stephanie Crompton and Deputy Manager, Hannah Sumner. Both managers are also Designated Safeguarding Leads. The setting also has an Operations Manager, Paul Sumner, as well as Area Manager, Abigail Smith.
Our Special Educational Needs Co-Ordinator is Lauren Skelly. We also have a named staff member for Behaviour Management, Physical Activity and Nutrition Co-Ordinator and a named person for Children Who Are Looked After.
Our baby room currently has 4 members of staff providing direct care to the children, 2 staff are full time, the others work 4 days per week. The 2-3 years room also has 4 members of staff, one full time and 3 part time staff. Each part time staff member works at least 3 days per week to ensure consistency for the children. In Pre-School, the children are aged 3-5 years. This room currently has 2 full time members of staff.
We have an in-house chef with 20 years experience in restaurants.

Tree Tots
NURSERY KIRKHAM

Accessibility and Inclusion

All of our rooms are fully accessible to wheelchairs. The children's learning rooms are all located on the ground floor of the building and the doors are wide enough to fit a wheelchair. Entry through the nursery is accessible by double doors, both of which open to allow wheelchairs access through. In the on-site car park, there are 2 accessible parking spots, located next to the doorway. We have an accessible toilet available to those who may need to use it.
Fire doors are wide enough to fit a wheelchair through and are available in each room as well as the corridors.
Access to the nursery is located at the front of the building via double doors into the reception area. Upon entering this area of the building, parents, carers and visitors must ring the doorbell and wait to be let in by a member of staff. The doors to the main area of the building are always locked, using a magnetic release system. To release the magnetic lock, the button must be pushed from inside of the setting.

The hallway throughout the setting is carpeted, as well as the baby room. The baby room also has a small section of linoleum flooring which is used as a space for eating and messy play activities. Our older baby room, ages 18 months to 2 years, is main linoleum flooring, with a small patch of carpet to create a cosier feel. Both our 2–3 year room and pre-school room are fully linoleum floor. All rooms are a neutral colour wall with lots of natural light coming through floor to ceiling windows. All children's rooms are fitted with Air Conditioning Units and central heating.

Parent information is located on display boards throughout the setting. Some of this information is written in other languages and in British Sign Language. These boards include information such as staff and their roles, our Ofsted registration certificate is located in the entrance hall along with our insurance certificates. We have a display board which shows our parents all about how we settle in the children, track and promote development. Some displays also show childrens art work, images of the children engaging in daily activities and important information such as safeguarding and who to contact in an emergency.
Children have a coat peg outside of their respective rooms which has their picture and name on. This gives the children a sense of belonging and independence in the setting.

To communicate daily diaries with parents, our setting uses and app called Famly. This can be accessed by staff and parents to share information. We ensure that only parents and those who have been given permission by parents, can access the app. Pictures of the children can be posted by parents and staff to share their day or experiences at home. These are also used to help track the childrens development stage, inform planning and promote parent communication. The app can be accessed by all parents and helps us to communicate with parents who may be hard of hearing or English Additional Language. Famly uses small icons to represent nappy changes, sleeps and meals, ensuring it is understandable to parents who may not be able to read or understand written English.

The rooms are organised based on the ages of the children which occupy them. All rooms have floor to ceiling windows which allow for lots of natural light into the rooms. The walls are painted neutral colours and displays are bright and engaging, allowing parents to distinguish them from the pale walls.

In the baby room, all furniture is low down to ensure the babies can freely access all resources with ease. These resources are age and stage appropriate, ensuring no small parts to avoid choking hazards. Resources include interactive toys, musical instruments, books and sensory equipment.
There is a carpeted area in the baby room, with a den and cushions to create a cozy area for the babies to explore their surroundings. We provide cots for children under age 12 months to sleep safely, as well as 'cloud' beds and fold away mattresses for the older children to use when sleeping. During meal times, the children are seated in low-level wooden chairs with a tray or at the table with their peers. The bay room has its own outdoor area, which the children can access at all times through the day.
To provide intimate care, there is 1 child sized toilet, 3 hand washing sinks and nappy changing facilities, separated from the main room by a wall.

Our 2 year old room is located at the back of the building. The children in this room are generally aged 2 to 3 years. The only exception being if it would be detrimental to the child, to move rooms at the generic age or time. The furniture in this room is slightly higher raised to accommodate for the children growing and becoming more independent. The room is separated into area of learning and resources are appropriate for that section such as small world or role play. This room also has its own outdoor play area, alongside their own vegetable growing patch which they have used to grow various fruits and vegetables.
There are 2 toilets, 3 hand washing sinks, a nappy changing area and hand washing facilities in the room.

The pre-school room is located at the front of the building. The room is set-up to simulate a school like setting. They have a smart board in the room which is used for interactive learning only, and for short periods throughout the day. Pre-school have access to their own outdoor area which includes a large slide and miniature gym equipment for physical activity.

All rooms have a fire exit located inside the room.

There is an onsite kitchen with our own chef who caters for allergies and intolerances as well as providing a 4-week menu which changes twice per year.

We have a laundry room which comprises of a washing machine and dryer, along with storage for all chemicals and cleaning products. This room is kept locked at all times and the key is kept out of reach of children.

Identification and Early Intervention

The setting monitors childrens development by tracking their progess every term. To do this, we use the Birth to five matters as well as our known knowledge of each child. Each child has their own 'tracker' and this moves with them throughout the setting. Practitioners in the room share all details of the child and their development stage using transition paperwork from one room to another.
Planning for each child is completed using the trackers and looking for 'next steps' in their development. This could be using a gap in their development, or a goal to move them into the next age band.
Observations are completed using the Famly app, which can be completed by practitioners as well as parents, to also inform tracking.

After every term, a COHORT is completed by the management team. This allows the manager to look at development across the setting. Using this information, we then know which area of learning needs to be focussed on to ensure children can develop and grow. This area of learning may change each term as children being to make progress and fill in the gaps in their learning. The COHORT also looks at percentages of children achieving the 'expected' level of learning in different vulnerable categories such as those with SEND needs as well as Looked After Children and children who receive Early Years Pupil Premium.

As well as completing the trackers, each child is monitored using the Two-Year Old Check. This is a mandatory requirement of the Early years Statutory Framework and is completed around the age of 30 months to 3 years. These checks are completed by the child's key person alongside their room senior. As these staff know the children best, they can ensure that the check is completed truthfully and fairly, based on fact and observation. Each child is observed in each area of learning, as well as an overall insight to them as a little person. This is then shared with parents and a copy is sent home with them, should their Health Visitor want to see this as part of their Two-Year Old check.

If practitioners have a concern about a child's development, they will first speak to the manager. A plan will then be decided on how best to approach this sensitive subject with parents. Children may then be placed on a Targeted Learning Plan, which is reviewed every 4 weeks by the SENCO. Changes will be made to the TLP, should targets have been achieved. After 3 of these TLP's, the SENCO will then discuss with parents if they feel a referral to outside agencies may be needed. This may include a Request For Involvement, Speech and Language Therapy or a continuation of the TLP, should they feel enough progress is being made, without the need for further professional input.

If a parent has any concerns about their child, they are encouraged to speak to a member of the staff team, the SENCO or the manager at any time.

Or Special Education Needs and Disabilities Policy states that we will follow a graduated approach by:
'We follow the SEND Code of Practice recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the

interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will consider the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.'

When deciding on next steps to take if a child needs referral, the SENCO will approach the parent in a gentle and sensitive manner. They will talk the parent through any potential concerns with the childs development and their recommendations before discussing next steps. Parents will always be involved in any decisions made about their child, unless it is for safeguarding reasons.

Teaching and Learning Part 1 – Practitioners and Practice

As a registered childcare setting, we follow the Early Years Statutory Framework to ensure that we are meeting all requirements to run the setting safely and provide the best childcare. Each room is adapted and equipped with resources that are appropriate for the age group in which it caters for.
Childrens progress is tracked using the Birth to Five Matters non-statutory framework and practitioners use both this and the EYFS to shape how they teach the children and how they provide activities for them.

The EYFS states that there are seven area of learning which must be taught to the children:
Three prime areas; Communication and Language, Physical Development and Personal, Social and Emotional Development.
Four Specific areas; Literacy, Mathematics, Understanding the world and Expressive arts and Design.

When tracking the childrens progress, we tend to focus on the Prime areas only for babies under 8 months. This is because they are the most vital areas to form a strong foundation of learning.

Each room has an upper age limit which creates a fundamental goal for children moving into the next room. This is not absolute and children can move room later than planned if their moving is a detriment to their development. All rooms are equipped with furniture and resources that can be moved, changed and adapted to meet the needs of all the children, including those with SEN.

Childrens development is monitored through termly tracking, planning for next steps and discussions with parents. A baseline assessment is completed within 3 weeks of the child starting with us and the tracked termly. We hold a Parents Evening twice per year to discuss their childs progress and any concerns they, or we, may have.

The role of the key person in our setting is to provide a caring, educational and welcoming environment

for each of their key children. Each child will be allocated a key person, informed by their relationship with the staff in the room. Parents will be made aware of who their childs key person is via the app and displays around the setting. The key person will be responsible for tracking development, planning next steps and ensuring the childs routine is followed. The key person will build a professional bond with each key child and become to know each child as an individual. They will understand how a child learns as well as following their interests and hobbies to plan an effective learning environment for them. When a child comes to our setting, needing extra support or having a SEN diagnosis or referral, the role of the key person is to liase with the SENCO as well as other involved agencies to ensure that the childs needs are being met.

Staff use the EYFS and Birth to Five Curriculum to ensure they plan appropriately and inclusively for the children in their care. The ensure that any adaptations are made to activities, allowing all children to access educational experiences in ways which benefit their needs.

Our provision map outlines the activities and care we provide for children and for those with additional needs throughout the areas of learning.

Parents are encouraged and helped to support their childs learning through regular conversations and discussions about their child. Through handovers, observations on Famly and Parents Evenings, practitioners and parents can discuss how their children learn, interests and what they feel their child may need support with. We have a very open culture of talking to parents about their children and have an open door policy regarding parents coming to discuss any concerns.

Our Parental Involvement Co-Ordinator (PICO) is Hannah Sumner.

We provide parents with information regarding groups and classes, opening days for School and local medical centre open days.

Children can express their views to parents and staff through the promotion of British Values in the setting. We encourage children to be part of decisions which may concern their day to day life in setting. We also ensure that their likes and dislikes are considered when planning activities and themed weeks. Children are encouraged to express their views through conversations and interactions with staff.

We use resources that are age appropriate for all our children, as well as specialist resources which have been purchased for children with SEN. These resources allow the children to explore their interests, ignite their passion for learning and explore how the world works around them. We allow children to free play with all resources as well as using them for planned activities. We allow the children to be involved in their own learning by using ‘In The Moment’ planning, following their interests and conversations to build on their learning.

Teaching and Learning Part 2 - Provision & Resources

Resources in the setting are used by practitioners to accommodate for children with SEND. Activities are made accessible to children using low level furniture. We ensure that resources in the rooms are age and stage appropriate for the children, with some resources duplicate in rooms to all children who may need extra support to access resources appropriate to them, in their respective rooms.

Toys and resources are shared between rooms to ensure all children have access to equipment suitable to them. Should the child need a resource which we do not have available, we will use funding to purchase this for them. This may include, but is not limited to, Early Years Pupil Premium, Inclusion Funding and Disability Allowance Funding.

We follow the ratios set by the Early Years Foundation Stage to ensure staffing is safe and effective for the children in our care. Should a child require 1:1 support, funding will be sought for this and a staff member employed to cover this need.

Our SENCO meets with the Early Years Teacher and other professionals, when needed, to ensure that all information is provided to them. During meetings with professionals, the child's key person will also attend, if ratios allow, to ensure they pass on any key information. Our Provision Mapping shows how we allocate funding and deploy staff to support children's needs.

As a setting, we encourage staff to explore the community with the children. This includes trips to the local supermarket to look at produce, outings to the local park and bus journeys into the next village. We ensure that all outings are inclusive for all children and make reasonable adjustments for children with SEN to be included on these outings. Parents are asked to sign a permission form, when registering their child to the setting, allowing staff members to take their child out on walks. Any journeys which include buses, will be signed for on the day.

Reviews

As a setting, we welcome each parent with warmth and a friendly face. We ensure that parents feel just as comfortable in our setting as we make the children.

Information is shared through handovers at pick up, the Famly App and annual Parents Evening. We hold termly stay and play sessions as well as Halloween and Christmas parties. This allows us to build positive, professional relationships with the parents in setting.

We ask that parents share all relevant information with us regarding a child's individual needs and any diagnosis they may have. The setting has a duty of care to each child, and this is best achieved through transparency and information sharing.

We have an 'open-door policy' which allows parents to contact the nursery at any time if they have any concerns, queries or compliments they would like to share with us. We encourage parents to feel comfortable with speaking to all staff and promote Inclusion and Equality.

Transitions

During show arounds, parents are told about how we settle children into the setting once they have registered with us.

We provide two one-hour slots for parents to bring in their child before starting their usual plan with us. These sessions are booked for the week before the child starts and booked around their routine to fit around sleeps and mealtimes. The routine of the setting is also taken into consideration to ensure our day isn't interrupted.

During the first one-hour session, parents are expected to stay with the child and assist the room in completing paperwork such as their daily routine, milk feeds, like and dislikes and special family occasions. The second session is then where the child can be left with staff in the room and parents are encouraged to leave the child for the duration of the session. We have a sofa situated in the entrance hall which parents are welcome to sit on whilst they wait for the session to end, if they do not want to be away from the setting for the hour. Should the child be very unsettled during the second visit, we would try to fit in one more settling in session before the child then starts. Parents would also be called if the child is inconsolable as we will not leave a child upset for a prolonged period of time.

Our Transitions policy is available to parents upon request and this provides information regarding settling in sessions and room moves as the child grows and develops.

Staff Training

Staff are provided with an induction upon their employment starting at Tree Tots. This induction includes a brief overview of the setting, a fire drill practice and sign up to our online training provider 'NoodleNow'. This allows the staff tom complete compulsory training as well as optional extras for their own Continuous Professional Development.

Staff must complete training in the following areas:

- Paediatric First Aid
- Safeguarding Level 2
- Manual Handling for Practitioners
- Safer Sleeping
- Fire Safety
- The Prevent Duty and British Values
- Designated Safeguarding Lead – provided by the council for our DSL staff members
- Food Safety and Hygiene Level 2

Our designated staff members for other areas of the setting are provided with designated training to suit their role. All staff members are encouraged to seek further training to develop their role and we support them with developing their own knowledge.

Further Information

Further information regarding our fees can be found on our website https://treetotskirkham.co.uk/

As a childcare provider, we are required to have procedures and policies for complaints and safeguarding. These policies are made available in the setting and parents are welcome to ask for these when required.

If you wish to discuss any area of this Local Offer, please contact Stephanie Crompton (Nursery Manager) or Lauren Skelly (SENCO) at the details below:

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01772 673600
admin@treetotskirkham.co.uk