

**Childcare Setting Name:**

Little Gems Pre-School.  
Hanson Lane Enterprise Centre,  
Hanson Lane,  
HX1 5PG  
Contact; [Amanda.cryer@regen.org.uk](mailto:Amanda.cryer@regen.org.uk) 01422 347388

**Name & Contact Details of Person Submitting this Information:****Amanda Cryer Unit Manager**

Little Gems Pre-School is a two year unit for children who are eligible for the two year funding offer only. We run two sessions 9-12 and 1-4 term time only children usually attend 5 mornings or 5 afternoons

**1. How do we make sure all children reach their potential?**

Staff to child ratio is 1-4, policies in place and read by all staff

**Home visit**

All children receive a home visit, so right from the start we can find out child's interests and development needs. And adaptations are in place before the child starts all health care plans are put in place before the child starts and discussed with all staff. This then is implemented in the settling in sessions, so right from the start we are focused on the child's interests and development. The setting only looks after 2 – 3 year olds and when children are eligible for their three year funding they move to a new setting, this enables us to have a focused approach on those children.

**Staff**

Our staff have all gained the training around developing 2 year olds and completed basic SENCO training, staff also attend training that is related to specific needs of the children e.g. Allergy, ADS, English as a second language and how to support them. Staff will undergo any training that is relevant to support and develop our children.

We have a named SENCO person and some staff have been part of 1-1 support for children with special needs through the DCATCH programme.

Individual children are discussed at staff meetings and 1-1s to support all children's learning. Our staff use their own learning to improve their work with young children. Peer observations and training will be an ongoing tool to develop staff.

Development of staff and continual improvement of quality is discussed in staff meeting, individual supervisions, and appraisals and on a daily basis adapting to children who are attending that session.

We also provide in the room and staff room current reviews, reports and books that help and support with development of the setting, staff and children.

Staff are enthusiastic, committed and reflective and have high expectations of children but also let children know they believe they are good at learning and trying their best.

**Environment**

The environment encourages exploration and experimentation and is laid out in the areas of continuous provision, so children can have free access and experience all aspects of the pre-school. Pictures of positive role models from different cultures and with different abilities, pictures of the child's local environment, equipment and resources that reflect a multicultural environment and the celebrations of festivals the children in our setting would celebrate. The environment is regularly reviewed using observations and team meetings each member of staff is responsible for replenishing, rotating and enhancing resources in that area. Continual provision is tracked to see which are popular and enhanced accordingly.

Children's work and photographs are displayed around the room to show the children they are valued, respected and their achievements celebrated.

The environment is adapted for each child so they can access all areas experiences and activities

## Outdoor Environment

The outdoor area is a space for children to run, explore and be involved in physical activities. The area is split into 3 areas raised planters enable children to dig make mud pies and use our mud kitchen, grow things and discover insects. The other area is a gravel pit this promotes sensory experiences, mathematical learning through weight mathematical language such as heavy full empty and counting small world items are also used but on a bigger scale the other area is AstroTurf, enabling children to ride bikes, play ball games, den building and all other aspects of play. We ensure continuous provision across all 7 areas of learning especially around the characteristics of learning and the prime areas, is also provided outside.

## Observation, evaluation, planning and providing activities

Staff observe, assess and evaluate individual children's progress and interests through observational assessment, look, listen, and note, using the findings of these observations to inform planning, so individual learning can be developed for each child. These observations are also used to base line children's development and recorded on a progress tracker these are kept in the child's learning Journeys. This ensures all children are reaching their full potential and development delays are picked up promptly and referrals, adaptations and support are made

Staff take note of characteristics of learning, schemes and styles of children's learning. Observations and tracking are also done on speech and language to support children where English is a second language or speech and language delays are evident

Activities are organised to be inclusive for all children.

Through medium term planning a range of activities and learning experiences are provided to enhance children's interests and holistic development. Activities are interesting, challenging, and at the correct stage for our children's development

Staff focus on the taking part and the process a child goes through and experiences rather than an end product, staff only interfere if invited by the child or in a supporting capacity the emphasis is on supporting rather than directing.

The planning and assessment process also leaves room for spontaneous activities as we are keen for children to take the lead.

Staff plan only for their key children and due to the staff only having a small number of children and seeing them every day enables a tailored learning programme for each child. Staff have the tools to support tracking of all 7 areas of learning. This also enables staff to pick up where children are behind in their development and are able to get early support from inclusion team, speech and language and other professionals.

Staff have high expectations of children both indoors and out with significance to the prime areas.

## Key person

Each child has a key person allocated at the time of the Home visit, usually the key person will attend this home visit, this initiates positive relationships from the beginning this gives parents and children a point of contact from the start.

On the child's first visit to the setting they will see a familiar face which increases confidence not just for the child but the parent as well.

Each member of staff has no more than 10 key children, as staff only have a small number of key children and they see them every day enables staff to plan carefully and provide a tailored learning programme for each child.

The key person is responsible for daily routine of their children, following their needs such as personal hygiene, providing learning experiences, activities and support. The key person will have daily contact with parents, to feedback on what the child has done in the session and for parents to feedback on home interests and development. This is then displayed on the Family home interest board, this is next to the planning so staff can use it to inform planning

The key person is responsible for their key children's 2 year assessment, parents are informed of the process and are given information on what and why we assess, and support is given when needed this could include language support or help with understanding, the health visitor is then informed that this check will go ahead and a meeting is then set up with parents and key person and the health visitor is also invited, during this meeting parents, health visitor and key person are able to share information around the interests and development of the child and to discuss any concerns and next steps, parents are encouraged to fully participate in this process and to make it a positive process for all

The key person is responsible for observing, assessing and planning for each child and providing a tailored learning programme for our children, so each child can reach their full

potential, all these observations are then recorded in a learning journey and the child's development tracked, this builds a picture of their development and ensures they have a holistic learning programme, children and parents are encouraged to contribute to the learning journey.

### Parents as Partners

Daily two way conversations are had with all parents to build good professional relationships and updates are shared, we adopt an open door policy for everyone.

Parents who speak English as a second language- we have a bi-lingual member of staff who supports this

Views and opinions are also gather on a day to day basis.

We provide all children with a 2 year assessment, the assessment is carried out when a child is settled and has been in setting for 3 months, this is an interactive process with parents main carers key person and health visitor and or any other outside professionals that work with the child.

Parents can access learning Journeys whenever they like, learning journeys are also discussed at parent evenings. Parents can contribute to learning Journeys by informing staff of interests and development at home, these are then put in the child's learning Journeys.

Parents can also use the display family interest board where interests from home are put on to inform planning, these observations and interests are put into the child's files,

We value, listen to parents in contributing to their child's learning and are involved in all processes of development, we seek to support parents who have children with special needs or development delays are kept well informed of their child's progress.

Evaluations for home visits/2 year check and continual feedback/ when children leave/ and consultation regarding their children's learning environment.

We are also setting up a home learning programme for parents to support the learning of their child at home.

### Children's views

Children are able to express their views through the children's camera

Children are consulted on decisions to be made, in their environment and their activities.

### Role of the SENCO.

The SENCO has time out weekly to update information on the SENCO register, follow up information and look at individual learning plans. Ensures that the setting understand their responsibilities to children with SEN and the settings approach to identify and meeting SEN.

Advising and supporting colleagues

Ensuring parents are closely involved

Liaise with professionals

## **2. How do we identify the additional needs of a child with SEND? How do we work out what their needs are and how can we help them?**

Baselining children, staff meetings, role of the SENCO, support from outside agencies such as SALT inclusion team and inclusion lead for Halifax central training of staff. Individual learning plans for individual children observations and tracking in learning journeys. Working as a team to support all children.

## **3. What special educational provision is available in our setting? What do we do to meet children's additional needs?**

All our staff tailor activities to individual needs of our children, additional support is put in place for all children were needed, the layout of the setting is on one level and we have a disabled toilet and parking for disabled users. All activities are adapted for children where necessary.

**4. What additional support is available for children with SEND and how do they access it?  
What other help can we get?**

We use SALT, Specialist inclusion lead for Halifax central, portage, health visitors ,inclusion team, DCATCH, Sensory support, Hearing impairment team, Sensory room, visually impaired team , Physiotherapist,, C.D.U., Family support and link workers, social services, Translators, early years support team.

We work closely with the children's centres which give us access to colleagues who have knowledge of the referral process an early years inclusion worker, they also offer a SALT group for parents to drop in. We also share knowledge, good practice and gain support with other early years settings in the children's centres nurseries. Jubilee children's centre also has a sensory room to support all children.

**5. How can we adapt our setting to enable children with SEND to participate?**

Each child has an individual learning plan that is tailored to each child, this ensures that the curriculum is adaptable for all children, and ensures they can all access the settings provision and adaptations made. The setting will make realistic adaptations to the provision to cater for children with special needs and support their learning. All children are tracked using the EYFS this enables staff to plan and to set realistic goals and targets for all children. This may mean braking down the targets into smaller targets and all children with special needs with have an individual learning plan that outlines what a child is working towards for example if a child is not at the correct stage in their speech and language, we would provide lots of activities that promote language and give them opportunity to talk and develop their language, we would break the EYFS into smaller pieces to enable children to achieve the outcome. We will praise and celebrate all children's achievements. We will also seek professional advice were appropriate to support all children.

**6. How can we ensure we get the service, provision and equipment that children will need?  
How can we make sure we get all of the help we need from different people?**

As above

**7. How do we support and improve:**

- **the PSED of children with SEND?**
- **the Language and Communication of children with SEND?**
- **the Physical Development of children with SEND?**

All children have an individual learning plan, as it is a 2 year funding unit we only provide provision for 2 year olds this enables us to focus our provision solely round that age group. This gives us scoop to provide individual learning.

**PSED**

The environment is set up to provide a homely environment that envelopes a sense of belonging for all children. We provide self-registration for children who can the put their name card into the box of friendship. We promote independence of self-care and our children are able to select their own resources and challenge themselves also are able to select their own snack from the items provided.

Activities provided promote self-confidence self-awareness managing feelings and behaviour and making positive relationships.

We teach children to manage their own feelings and behaviour by having a positive approach to behaviour. Management. We have a behaviour lead who supports staff with challenging behaviour and strategies to support children and their families.

**Language and communication**

All our sessions and activities promote speech and language and opportunities to develop language and extend vocabulary.

All children are tracked around the development of speech and language, early concerns are picked up quickly and professional advice is obtained.

All our staff talk to the children and provide descriptive comments and commentary rather than lots of questions We always talk to our children at their level so they can see our faces and facial expressions all children have opportunities to use and develop their language we also have circle times this promotes language and communication as they are small groups all children have the opportunity to talk if they wish. We use sensory items, songs and stories to encourage descriptive language. We also provide activities that just promote language such as special stories in small

groups and on a 1-1 basis. Although children who have English as a second language is not a special need, we have to work in different ways to support the learning of English, this benefits all children in learning to talk and communicate, children who are delayed in language gain extra support and enriched learning experience to promote their language skills, we have sensory experiences and singing time which helps to promote nonverbal communication so everyone can join in.

We also sign some of our songs- Karen who has a vast experience and knowledge of working with children who have special needs has introduced this to support our children who speak English as a second language This encourages an inclusive setting so children can use nonverbal communication and still be a part of the activity. She has also worked with the hearing impaired team and SALT and supported many children through the DCATCH programme, she is a valuable resource and has lots of ideas and knowledge to promote language skills understanding and communication

We praise all our children's achievements, Staff are enthusiastic, committed and reflective and have high expectations of children but also let children know they believe they are good at learning and trying their best.

### **Physical development**

All our resources are laid out for children to be independent at selecting their own activities and resources are easily accessible, the room is spacious so children can move freely and easily, We have a garden with raised bed for children to grow things and dig in the soil these are raised beds for easy access for all children the rest of the garden is astro-turf, this enables children to play out safely in all weathers we have lots of activities that promote physical development, hoops, balancing equipment ,slide, bikes, scooters, building, balls, bats, planting tools, a mud kitchen, guttering for water play a sensory area where children can bang on tins to make noises and promote gross motor skills, the outdoor is accessible through double doors, so getting a wheel chair out would be no problem. I believe our best resources are our staff, equipment for all these areas of learning can be adapted but it takes imagination, passion and team work to provide an enriched learning environment for children.

### **8. How do we support children with multiple and complex needs?**

As above and would make any reasonable adaptations to suit a child with complex needs, send staff on training as appropriate and seek outside support from agencies such as the DCATCH team, SALT etc.

### **9. How do we assess and review progress towards agreed outcomes and how are parents and children involved in this process? How do we keep parents informed where children have SEND but do not have an Education, Health and Care Plan?**

All children with special needs have a learning plan, that is evaluated every few months or when targets are met. These meetings involve the child's key person, SENCO, outside agencies where appropriate and parents

See question one for partnership with parents and child views

### **10. How do we support children with SEND moving childcare settings or moving onto primary school? How do we support and enable children with SEND to access activities and experiences beyond those we offer in the setting?**

We have a transition process that involves parents, key person and new setting all new settings are welcome to observe the child in our setting and for the child's key person to share information. We write a transition form for parents and the new setting in some cases it may be appropriate to attend the new setting with the child to ensure new staff know how to support the child this ensures a consistent and seamless approach and transition in to a new setting.

The approach we take will always be at the consent and involvement of the parents and child.

**11. How do we assess the effectiveness of our special needs provision and how are parents and children involved in this process?**

We have a reflection book in the room for staff to reflect on practice and provision  
We have regular whole team meetings and senior meeting to discuss the individual needs of all our children  
During supervisions and SENCO meetings  
Looking at children's individual learning plans during supervisions  
I value all my staffs involvement for improvements, suggestions and development of the provision and have an ideas book in the staff room that is discussed in staff meetings  
Please see question 1 for parents as partners and child's views  
Please see question 13 for comments from parents

**12. How do we ensure that we have the expertise needed to support children with SEND?**

All staff are provided with mandatory training  
Paediatric first aid  
Food hygiene  
Health and safety  
2year offer training to support all 2 year olds  
As we work with a lot of children who first language is not English we attend all training around speech and language, this gives my staff ideas to promote language and communication  
Safe guarding training-All staff attend basic safe guarding and all seniors attend extra according to their roles.  
Any relevant SENCO training and any specialist training in order to support children with additional needs  
All staff are supported by 6 weekly Supervisions with their line manager.  
During supervisions staff are given the opportunity to self-evaluate and recognise strengths and weaknesses, to discuss ideas to raise quality and learning for children. All children are discussed and learning assessed and needs identified.  
Staff development and Training falls to the management team which consists of the unit manager and seniors, these are developed and discussed with staff in supervisions and PDP.  
We encourage staff to reflect on their practice though peer observation and the reflection book and to shape their own development through Training and development with the guidance of their line manager. We have four training days per year were we are able to update our skills and knowledge.  
Peer observations will feed into supervision as part of individual progress and development

**13. How can parents make a comment, compliment or complaint about our provision?**

We welcome all comments, complaints and complements, this enables us to shape our services and provide the best care and education for our children and families.  
We have a comments box and comment book in the entrance hall also, parents can talk to their child's key person, senior or unit manager, we have a complaints policy and procedure and will support all parents to fill any of them out. Parents also have the right to make complaints to OFSTED too and information is on the parents notice board.