

Childcare Setting Name:

St George's Preschool with wrap around care, Lilac Street, Lee Mount, Halifax, HX3 5BT

Name & Contact Details of Person Submitting this Information:

Geraldine Sharratt

Preschool Manager,

Phone – 07736115131

Address – St George's Preschool, Lilac Street, Lee Mount, Halifax, HX3 5BT

Email – CommunityChildcare@live.co.uk

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

- *Our Mission statement is embedded and summaries the ethos, culture and operating procedures that we follow - it ensures that all children reach their potential and we have positive outcomes for our children*

The Calderdale Community Childcare Company is responsible for both St George's Preschool and Capers – Out of hours wraparound before and after school club. Within our Mission statement we have the following aims;

- To provide a happy, safe, warm and stimulating environment for all children to play, learn and develop freely.
- Help children to develop responsibility for themselves and their actions and to become competent, confident, independent and co-operative individuals who are school ready.
- Encourage children to have a positive attitude and respect for both themselves and other people
- Promote a positive relationship with parents/carers and work in partnership with them to provide high quality play and care for their children.
- Offer inclusive services that are accessible to all children in the community
- Undergo regular monitoring and evaluation of our services to ensure that the setting continues to meet the needs of children and parents/carers

This culture, and vision is embedded in all the activities that we deliver, and therefore ensures that we work continually and in partnership with the families that we serve to enable all children to reach their potential and be school ready when the time come.

In addition we also have the following specific provisions and practices that we follow to enable children to play, learn, grow and succeed.

- *Our Learning and Development Programme – accessible to all puts the needs and safety of all our children first. Our programme is created to offer a range of activities daily that are interesting, stimulating and fun.*

Our play based curriculum is accessible to all our children. We have a balanced programme of Adult led, adult initiated and free play activities which take into account the interests and experiences of each child. This daily balance affords all children the opportunity to develop and grow as we support and offer challenges that in turn stimulate learning and brain development across all the areas of learning and development; as specified in the Early Years Statutory Framework. All activities involve our practitioners who differentiate their approach for the children that they are working with offering additional support or further encouragement where necessary, physically supporting whenever is necessary as appropriate, or instead guiding as the child learns independently. Our programme is further enhanced as we alter our continuous provision areas to take into account of our children's interests and experiences as we aim then to enhance and build upon their previous learning.

- *Our Learning and Development Tracking arrangements ensure that we have a clear approach to identifying and responding to any additional needs that our children may have.*

We have a clear and embedded Key Policy and Key Worker system, as one individual takes control

and responsibility for tracking the growth and development of their *key children*. This is further supervised by the Preschool Manager, who audits and tracks to ensure progress and good levels of progress are being made by all children. Where there are limited signs of progress these are further investigated and *unpicked* to identify causes for this. Our key person system of observation, assessment and next step planning makes sure that progress is being made continually. We summarise termly progression, both for our key workers to keep on track and have a clear understanding of the child in their care, but also to engage and keep parents up to date, celebrating their child's success and achievements and having a clear understanding of the targets and activities planned for the next term. Our progress tracking assigns a category of 'Emerging, Expected and Exceeding' to each element and area of learning and development, giving a clear view of the child's stage of development. Where a child is emerging in an area and is therefore tracking below that which is expected for their age/stage of development then this will be further looked at by the Preschool manager, the SENCO and the key worker, to decide upon further action and next steps. In the majority of cases where it is felt that a child is below age related expectations - an Individual Learning Plan will be initiated for the child.

- *Our Child and Key worker/person relationship arrangements*

Our embedded programme of key person ensures that there are close bonds between the key worker and the child; this in turn guarantees that meaningful observations are made which inform the learning and development tracking. The close relationships assure that there are effective communications between adult and child, and furthermore that children feel comfortable, safe and empowered to learn and grow and to share concerns that they may have; *which may be expressed in a variety of ways, verbally, signs of frustration, behaviour irregularities and so forth all of which will be detected by that child's key person in the first instance.*

- *Our Parent Engagement and Partnership working arrangements*

At registration with the setting each parent will 'sign up' to a parent contract in which we outline that we will always be open and honest, have meaningful and purposeful dialogue; discussing both progress and any concerns that we may have, and in this contract we ask that parents do the same.

We ensure that we have daily dialogue and meaningful feedback about each child's activities that day with the parent, so that they are always appraised about the child's temperament, behaviour and specifics of learning and development. We offer parents the opportunity to speak with their child's key worker daily, and we provide termly feedback in the form of a progress summary which is reviewed by parents and then returned with commentary. Where it is appropriate to do so – we have dialogue with parents about concerns, or delays that have been noted, and then ask parents to come and engage in further dialogue as we further assess and plan and develop individual learning plans for their child; discussing the child's interests, strengths and areas of weakness, and the strategies and actions to be taken both by ourselves and by parents/carers at home. Home learning being a key element in our activity plans.

- *Our Staffing arrangements, supervision, training and appraisal arrangements ensure that our staff remain confident, adequately trained, and responsive to all children's individual needs, better enabling us to help all children to reach their potential*

The role of the practitioner varies from area to area in our provision, just as it does from child to child and activity to activity. This approach ensures that we are always responsive, available and supporting as well as challenging and stimulating learning daily. We have a training programme for staff and training goals are detailed and specified during appraisal and supervisions; at this time practitioners may also profile any concerns or issues that they have, any child's needs that they have identified and how they feel that they should be addressed. Thus we ensure that where available our staff are trained and have sufficient guidance and support so that they may in turn may support and scaffold the learning of each child. Our staff to child ratio guarantees that staff have time to have one to one time with their children, and have the time to get to know their key children

- *Our environment including access to the building, outdoor area, and toileting physical care areas – are all suitable and accessible for all;*

We have ramped access to the outdoor areas, widened doors, and all our equipment can be reached and utilised by children of differing abilities and sizes, safely and freely. We have practitioners to offer any additional support or assistance as necessary until each child feels confident to do any task independently. We offer a clear and large open area space, which we continually revise to ensure is communication friendly, and regularly review each area to ensure that we are effectively encouraging communication, personal, social and emotional development and physical development. We have a

range of equipment and resources available and accessible and meet a variety of needs. We have individual medical care plans, that clearly outline any activity restricting illnesses, and any conditions that may limit the use and access to our equipment/resources – our plans outline alternative activities/workarounds that have been discussed and planned in conjunction with the child (as appropriate) and their parents/carers.

- *Encouraging good behaviour; our behaviour management programme, ensures that we promote positive social, emotional behaviours from all our children.*

Positive Social Emotional development is integral for health and wellbeing of all our children. We organise our environment to minimise negative behaviour; ensuring adequate resources, acknowledging and positively praising considerate behaviour and we support each child in developing a sense of belonging in our group. Each child feeling valued and welcome; we do this through self-registration times, circle times and meal times. We role model considerate behaviour and when a child acts inconsiderately we help them to understand the outcomes of their action and support them in learning how to cope more appropriately. Where a child has displayed negative, challenging or potentially harmful behaviours continually; the nominated behaviour management person will look further at the child's behaviour; investigating and unpicking those behaviours attempting to identify a common antecedent and the specifics of the behaviour. The behaviour manager will then look at ways to guide the child's behaviour going forward, helping the child compose, regain self-control and recognise and handle their own emotions that have led to the outburst, or negative behaviour.

- *Dual language/ English as an Additional Language staff – we have a member of staff that speaks an additional language, this enables all our children to communicate freely as we support their learning of English as an additional language.*

All our children can communicate with a member of staff and we are empowered to support learning and development across all areas of learning and development for all our children, including those with English as an additional language. In addition we are able to identify for those children with English as an additional language, if any delay in learning /development that they display is due to a language barrier or any other additional needs/causes.

- *Our transition arrangements – ensure that all our children have continuity of care, and continuity of learning.*

We have comprehensive arrangements to ensure that consent to share information is granted. When empowered to do so we will ensure that we share information regarding care and learning and development. We invite new key workers/teachers (at time of transition to school) into our preschool to meet the child and have a brief discussion about the child; we provide a progress summary for the child in addition to a copy of the learning and development tracker. Thus, ensuring smooth transition, sufficient information flow, and shorter settling in period, therefore there is no delay in progress or where appropriate no deficit, delay or break in additional support that may be in place.

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?

All our staff is familiar with the industry guidance surrounding the Development Matters Framework and the Development Tracker documentation that outlines the expected abilities and capabilities for children. Where it is felt that a child does not display certain capabilities or ability in comparison to peers, or it is felt that the child themselves have not changed or developed this will initiate a discussion amongst the team, and the child's key worker and the preschool manager will explore this difference or potential lack of development in further detail.

In addition to this we have comprehensive arrangements for observing, assessing and planning, all our staff is trained on this and this is what we do daily for all of our children. The trackers are looked at by the child's key worker as they log and record their observations of the child. Where it can be seen that the child hasn't made progress in an area over a specific period of time, then this will be further explored by the child's key worker with the support of the preschool manager, in order to explore the reason for this, and to develop specific next step actions for that child; to stimulate development in that area.

Furthermore, we then go on to complete a progress summary for parents termly, this process in turn

identifies where each child is emerging, is expected or is exceeding in the elements of learning and development i.e. their progress toward the learning outcomes. Where it can be seen that a child has not made significant or low levels of progress this will again be further investigated and explored, parents will be engaged in discussions as we go through the progress summary documentation, and their comments and views taken into account, as we may then look to initiate and develop an individual learning plan.

The template that we utilise in order to record an individual learning plan has been designed to focus upon strengths and areas of interest as well as areas where there is a perceived weakness. Only a few elements are looked at, for one area of learning at a time, and we ensure that SMART targets are set to address the weakness. These targets are created using parent views, knowledge of the child (from both parent, carers and practitioners – where there is shared care arrangements other settings will also be engaged), where possible the child's expressed interests and explicit comment, staff expertise, best practice guidance from a variety of resources, available online resources, as well as specialist created online resources will inform the strategy and action plan. In partnership with the parent specific activities and interventions are outlined that will be carried out in the preschool as well as forwarding activities that can be done at home in order to further support learning in the specific area to build upon it.

Once in place an individual learning plan is reviewed regularly, the targets and progressed reviewed, and assessed to see if there is progress or if the targets need to be revised. New targets may be recorded or we may update and continue to pursue with the original intervention strategies but with revised timescales, ensuring that the plan is visited regularly and the appropriateness of that plan is reflected upon, by the parent/carer as well as the practitioner.

We will try a number of courses of action and intervention methods in order to build a child's ability and capability in the area of learning and development that has been identified as weak or below that which is expected for their age; we will always however ensure that a play based activities are focused upon, and that targets are small and specific. Where strategies have been exhausted and resources fully utilised with little to no progress being made, further involvement of specialists will at this point be initiated.

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

Communication is a clear and dominant focus in our environment, we utilise imagery, dual language signs, photography, Makaton, and Sign language during some song/verse times, and utilise this technique when giving specific instruction - to allow each and every child to have the time space, sufficient information and clues to communicate, participate and reciprocate our communication with them.

We have introduced a range of Numicon resources and apparatus, which are multi-sensory and allow us to focus upon action, imagery and conversation. This mechanism of delivery for our math related section of the curriculum allows all children of differing abilities to participate.

Our resources and space is accessible to all, appropriate level displays (where possible as not a purpose built building), free access to the resources which are at low levels to allow self-selection for all our children.

Our adult led sessions, circle times, and clear view and understanding of our children, facilitates us to have small group activities in which we can look at certain elements of learning and development with a small selection of children who can then scaffold the learning of each other. Thus, ensuring that children with identified additional need engage in activities alongside those who do not. Our children do not feel alienated or under pressure as we ensure that there are appropriate and small groups of children all participating in the purposeful play activity.

For children with additional medical conditions, we have a medical care plan – which is completed in conjunction with parents that enable us to identify from the outset any difficulty or activity restricting illness/condition, from this we can identify alternatives or workarounds for specific activities ahead of time, to ensure that no child is ever left out of an activity that others will be engaged in, but

simultaneously ensuring the unique and individual needs of that child are met.

As previously mentioned our learning and development arrangements both the programme of learning in addition to our tracking arrangements are also part of our provision that ensure that we identify and meet the needs of each child. With regard to children with additional needs we have individual learning plans that are graduated, target specific and that are reviewed regularly.

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

Early intervention of potential delays are addressed in the first instance by ourselves as we initiate our individual learning plan protocols and identify needs and introduce a focused and specific targeted action plan.

We also actively support parents/carers to support their child, offering guidance and advice on play activities to do at home; which we routinely do as part of our individual learning plan as well as our weekly activity ideas for home learning that will support each child. Ensuring that we give targeted play ideas to help parent to be confident when playing, ideas to get everyone playing and spending time together, and ensuring that we always keep it fun; regardless of ability, age and stage of development.

As an established community preschool we have close links with a range of specialists and specialisms in the area, alongside the children centres' and their programmes of activities that often link give further guidance/teaching and support to parents/carers. We utilise our links in order to engage support from health visitors, educational psychologists, SALT. This is in addition to our Quality Improvement and Support Officer who we would also seek further guidance and support from as appropriate.

Despite purposeful and relevant action if no progress may be seen, then we will seek further assessment and intervention – a single assessment, and where appropriate seek support and further review for and Education, Health and care needs assessment; which in turn will ensure that the families and the child receive any further support.

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

Our learning and development activities and daily activity routines mean that our staff are continually involved and active with the children throughout the day. Our adult led activities are always planned out, taking time to consider the necessary differentiation that may be required in order to facilitate the involvement of our younger, less able, less developed children, more reserved children, and build in challenges for our older, more experienced and developed or gifted children. This approach results in activities being flexible and applicable for all our children to participate.

This approach is further monitored by the preschool manager who reviews and reflects upon the activity, considering all eventualities and considering any difficulties before the activity is itself then carried out with the children.

Our staff members are trained and alert to the needs of children, including those who we offer additional support for to ensure that there is choreographed movement of staff and resources without the child feeling separated or excluded in anything.

Whilst we try to be flexible and always inclusive there are some medical conditions that do limit or restrict the child's ability to participate. In these instances we ensure that we have completed our medical care plan, we have discussed potential issues with parents/carers and we have alternative ideas, workarounds or different activities that we can deliver and that all children can then participate in.

**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?**

The role of our SENCO is vital ensuring that all of the appropriate provisions are in place. Our SENCO is responsible for tracking, liaising, negotiating, communicating and facilitating all discussions between all Stakeholders and professionals that may be involved, effectively ensuring that the right people are engaged, targets and plans and where applicable equipment is in place and that these plans and resources are utilised/ are adhered to and are regularly reviewed. Our SENCO has received training surrounding Multi professional team work, effective influencing and stakeholder management courses which allowing them the necessary skill set to effectively carry out this role.

Our Parent partnership contracts guarantee that from the outset we have a close link with the parents/carers and families with whom we work. The SENCO will utilise this relationship and talk openly with the child's parent/carer with regard to additional resources, equipment and provision or training that may be needed; often the parent is the expert when a child has been diagnosed early or the additional need has already been identified. Therefore we can use this information in order to seek further training or equipment that may be needed to ensure that we offer high quality support for each unique child.

We ensure that we utilise the strong links we have in the community to facility any additional support that may be required.

We utilise our Quality Improvement Support Officers support and the team in order to obtain information, further guidance about best practice and further information regarding additional support teams that may be approached for additional resources.

We learn from fellow professionals (confidentiality is always maintained however) but generalised information and guidance from past colleagues, and other nurseries and preschools that we have connections with may also prove useful when ensuring that we have appropriate service, provision and equipment that a child will need.

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?**

○ *PSED of children with SEND*

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to encourage children to behave in socially acceptable ways and to understand the needs and rights of others. The attitude and behaviour of all those who work or have contact with children in the setting will be characterised by warmth, respect and encouragement towards each child and their parents/carers.

We aim through our Behaviour management approach – to

- Help children develop a sense of caring and respect for one another, embracing differences.
- Encourage co-operative relationships with other children and adults and to also encourage respect for each other
- Encourage the development of social skills and help children learn what constitutes acceptable behaviour
- Help children develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Children with SEND will not be treated any differently, and whilst the techniques that we use may be differentiated depending upon the need of that child, and their capability and ability, we would still aim to deliver the above for that child, and encourage all of our children to accept the child with SEND in the same way as they do all the other children in attendance at preschool.

○ *Communication and Language of children with SEND*

We support the development of communication and language of all our children. In doing so we ensure that we reward all forms of communication with warmth and a response, and always aim to extend language. We have in place additional staffing to accommodate members of the local community who have English as an additional language. We communicate in an environment rich with differing forms of

communication; imagery, sign language, Makaton, photographs, dual language labels all of which is embodied in our communication friendly space (non-fussy, ambient noise, not overly noisy; as we encourage indoor voices and so forth). We make certain all language used is age appropriate, and have specific adult led activities delivered each week that focus upon language development and communication. In addition we have prompts in each area of our continuous provision that ensure our practitioners are always mindful of language and communication development and are targets for that area. For those with additional need, we ensure that specific and targeted elements of language and communication are detailed in the individual learning plans this would be an addition to the aforementioned approach to enhancing all children's language and communication skills as detailed above.

○ *Physical Development of children with SEND*

We ensure that there are supervised and appropriate challenges in both our indoor and outdoor environments. We can liaise with parents on appropriate physical challenges for children with SEND, and where a SEND impacts or restricts physical ability we will seek additional information or seek alternative activities that can be delivered. We ensure that all children develop some level of independence, and awareness of physical health, as well as the ability to control both gross motor and fine motor skill. Within our continuous provision areas we have inbuilt activities that afford each child the opportunity to develop coordination skills, and have adapted resources for both left –handed and right handed children – as well as those who find it difficult to grip and so forth. Our areas of provision are further enhanced as we exploit those opportunities where we can have a range of resources gradually becoming more challenging, all available and accessible for self-selection.

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

The SENCO is integral in supporting children with multiple and complex needs. The SENCO will make sure that all relevant parties are engaged; regular reviews and communications are distributed to all parties and will coordinate all activities. Liaising with parents and ensuring all parental concerns are fed in as well as supporting the family is also a priority to keep the family engaged and supported, as well as making certain the parent and child have a voice are also key elements when multiple agencies are involved, again the SENCO will support the family as will the child's key worker in this aspect.

Keeping focused arrangements and plans and a graduated approach to helping the development of each child, at a slow pace is also important to supporting a child with multiple and complex needs that require the involvement of differing specialties.

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?

As mentioned we have in place an individual learning plan, parents are engaged in the development of this plan right from the outset and have their own recording space; *that specifies their own activities to deliver at home*. When reviewing and revisiting the individual targets the parents are invited to provide input and details of the child's activities at home. We also have a 'little star' arrangement whereby parents routinely inform us of their child's achievements and successes at home. Where a parent wants to profile other developments and progress outside of the individual learning plan, they will complete a 'little star' record, so that other areas of progress can still be monitored and observed accordingly. We actively celebrate successes and achievements in the setting and therefore we can provide targeted celebration when the child achieves something on their individual learning plan, which will offer some level of input from the child.

The individual learning plan requires specific and measurable targets to be set that are timed, this necessitates regular review by practitioners and this will be done on a monthly basis. The SENCO and the child's key worker are enabled to specifically assign levels of achievement against the specified and specific target, i.e. attained, emerging, none. In each case against each target progress is recorded. Where there is limited progress the target will be explored to ascertain if this needs to be altered or if work should continue toward it, again all decisions and reflections are recorded.

During Learning Plan review meetings we always reflect on our practice and the progress that has been

made, or not, as the case may be. By reflecting we guarantee we always remain responsive to changes, the child, their strengths and weaknesses and accommodate parent's requests and views as well as learning from our own practice.

In addition to the monthly individual learning plan, parents will receive (as all parents do) a termly progress summary, this again will inform and keep the parents appraised of the child's overall development and learning across all the seven areas; and will give a holistic picture of the child's successes and stage of development, ensuring parents remain engaged with an overall understanding of their child's attainment, and not focused upon any perceived weakness.

**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?**

○ Transitions;

For all our children we have comprehensive consent arrangements, provided consent to share information has been granted.

We will invite the child's new key worker/teacher into our setting to meet the child. An informal discussion can then occur about the child's overall attitude, characteristic of learning, and any further pertinent information will be shared at this time. The new key worker/teacher is then offered a copy of the child's latest progress summary (which will be completed as the child is about to move setting), which informs them of the child's overall attainment and whether there is evidence to suggest for each area of learning that they are emerging, expected, or exceeding age related expectations of development and learning.

We offer time for the new key worker/teacher to meet the child within our environment in which the child feels safe and secure, so that they can spend some informal time together; and they can be fully introduced.

For any child with any additional plans or information such as the Individual learning plan or EHC this information will also be passed onto the teacher/new key worker.

We offer the opportunity for the new key worker/teacher to ask any questions that may facilitate them to further meet the needs of the child when they transition.

For the child we ensure that they are prepared for a transition, talking about attending a different building, having a look at information about the new setting, looking back through the journey that they have had with us as we prepare them to embark a new challenge as they continue their growth and development. We have regular sessions about moving on and moving forward, and ensure that any concerns or anxieties of the child are allayed. This is across all of our setting for all of our children; the child's key worker is responsible for these discussions and ensuring that if there are any signs of distress that these are discussed with both the parent and the new setting.

○ Activities and experiences beyond those we offer

For all our children we offer weekly home learning activities that are connected to our topic. We also offer further home learning activities on a monthly basis which are themed around different types of play – role play, messy play, table top play and so forth.

We utilise our links with the community and offer regular literature to parents as we profile activities, training sessions and other events in our locality.

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

We continually reflect on our practice, this is done informally daily, formally during appraisal and supervisions as well as through our Self-evaluation form. Practice is continually evolving to meet the changing needs of the families that we serve.

Parents are invited to provide compliment, comment or complaint about our provision, in addition to this we do an annual survey and questionnaire inviting comments to score the effectiveness of our provision, and providing any further comment that they wish to do so.

Due to the nature of the relationship with parents of a child with SEND, i.e. scheduled and regular review meetings in addition to our regular annual and termly meetings we often find that parents will readily provide input about performance, appropriateness and effectiveness of our performance and we ask to capture this on our comment/compliment slips in our 'Wishing Well'.

We also reflect on the level of engagement that we have with each family, which is of course of particular significance to effectively deliver any special needs provision. We gauge the level of engagements by the frequency of discussions, the exchange of information, the manner of the discussions that are had as well as additional input into the setting beyond the specifications of the special needs provision.

We can also reflect on the provisions effectiveness by the child's level of engagement and involvement, attitude, disposition and relationship with others and staff. We also encourage parents to provide their child's compliments and comments by recording them in a similar way to they do, completing a more child friendly form and placing that in our 'Wishing Well'.

The preschool manager undertakes a regular review of all preschool resources, areas of continuous provision; this involves looking at the breadth and depth of the resource, the level of use, the opportunity to differentiate simplifying to enable access, or adding further challenge to stimulate further thought and development. These audits of areas also are reflective in nature, and incremental change will then follow once all findings have been discussed with the staffing team, and budget allows.

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

We regularly discuss training needs during appraisal and supervision. Training needs are identified through a process of discussion, a review of the balance of training across the team, a review of availability of courses, a discussion with the member of staff with regard to drive and capacity to attend additional training courses, as well as a review of the perceived need for training.

Across our team we have a balance of skill, capability and experiences to accommodate a variety of circumstances. In addition we have within the team basic Makaton training, British Sign Language accreditations, along with experience of seminars relating to communication and language developments, utilising music and other media to develop language skills.

We will ensure that where a child has a medical conditions we have relevant training and information to support that need, therefore seeking support from community nurse/practitioners and so forth.

We aim that where a child has a SEND or medical condition that we have as a minimum attended any specialised training that parents have received or have been offered (subject of course to availability) thus ensuring that we are both able to support the individual child, but also have sufficient information to discuss any pertinent matters with parents/carers accordingly.

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

Parents can comment, compliment or complain about any aspect of our provision at any time, and we annually request feedback in the form of a survey and questionnaire.

We advise parents to discuss any issues positive or negative with their child's key worker or the preschool manager immediately.

Where preferred a parent can make a comment or compliment by utilising our 'Wishing Well' response slips, all comments and compliments are acknowledged and responded to.

In the event of a complaint we ask that this is discussed with the Preschool manager, or the company manager. Where a complaint is particularly long or involves many aspects we ask the parent to put this in writing for investigation by the Company manager. All written complaints will receive an initial acknowledgement and then full response. We hope that all matters can be resolved to the satisfaction of all parties however we do respect each parent's right to contact Ofsted.

Parents do of course have the right to complain to Ofsted directly.