



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Pendle Court Day Nursery**

Setting Name and Address	PENDLE COURT DAY NURSERY UNIT 5 WESTFIELD RD NELSON BB9 7BT		Telephone Number	01282619229
			Website Address	www.pcdn.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?		Yes	All children's needs are assessed on an individual basis, we cater for people with both physical, behavioural and emotional needs. It is a purpose built nursery built with design and access needs for all	
What age range of pupils does the setting cater for?	We cater for children from 12 weeks - 5 years			
Name and contact details of your setting SENCO	Christina O'Connor			

Name of Person/Job Title	Christina O'Connor Nursery Manager		
Contact telephone number	01282619229	Email	info@pcdn.co.uk

Promoting Good Practice and Successes

Please give the URL for the direct link to your Local Offer

www.pcdn.co.uk

The Setting

We provide high quality nursery care with fully qualified staff for children from 0-5 all year round 7.30-6 in the wrap around nursery and Term-Time nursery for the 2-5 year olds from 8am-4.30pm.

We have separate rooms to meet the age groups of all children, all having access to outdoor space

Babies - 3mths - 22mths - up to 21 babies per session

Toddlers - 22mths - 33mths - up to 21 toddlers per session

Pre-School - 33mths - 60mths - up to 50 children per session.

Term Time - 24mths - 60mths - up to 50 children per session

Outside of the Term Time Nursery dates we also run a Holiday club, this runs from 7:30am - 6pm for children aged 5-11years.

We pride ourselves that we have a highly qualified staff team, our staff have a minimum of level 3 or are working towards it.

We also have an Early Year Professional who works with the children on a daily basis

All staff have an enhanced DBS

All staff hold Safeguarding, First Aid and Food Hygiene qualifications.

Each room has a team leader and deputy and supporting each unit we have a manager and deputy manager.

All team leaders hold their Level 2 Safeguarding qualification.

We have 2 safeguarding officers and a named nominated officer.

We have a named SENCO

Each unit has a behaviour management lead, and a member of the management team supports the persons in this role.

We have a named ENCO and a named PICO.

Accessibility and Inclusion

The nursery is built on one level which is fully accessible to all

All areas have access to outdoor space from their own rooms

The outdoor areas are wheelchair accessible and most of the outdoor equipment can be adapted to meet the child's needs.

Outdoor play is always supported by staff and free-flow is encouraged

Internal and external doors are wheelchair accessible.

Nursery furniture can be adapted to meet children's individual needs, such as height adjustable tables.

Parking is on the same level as the nursery, with designated disabled parking

Pre-School and Term-Time have full ambulant disabled toilets.

In all children's bathrooms the toilets and sinks are low and easily accessible.

We have a team of bilingual staff that work within the setting, and work closely with our local children's centre who can support us with working with families that have English as an additional language.

The nursery SENCO works closely with children's keyworkers to ensure that necessary adjustments are made to the environment to allow children to access and thrive in all areas of nursery. This is done through target learning plans and with support from other professionals.

There is a parent's information board which includes information such as events happening at our local children's centre.

We have a copy of the nurseries policy's and procedures in the nursery foyer, and key information is given out in the nursery packs.

We strive to support all parents in accessing information and would provide information in larger print if needed, and if able will provide information translated into other languages.

We have a website that covers all aspects of Pendle Court Day Nursery allowing parents to access information electronically if they so wish.

We thrive to meet every family's individual needs and adapt our environment where necessary.

We do this by building up relationships with parents and with support from outside agencies where needed.

Identification and Early Intervention

Children's additional needs are identified through observations and assessments in accordance with the EYFS. When children start with us we assess their development through a baseline assessment, previous assessments and discussions with carers within the first month of them starting with us.

We then continue to track each child's learning and development termly, through individual assessments. From these assessments we identify individual 'next steps' for each child to support their learning. These assessments and next steps are shared with parents encouraging feedback.

These assessments continue allowing the parents a termly update of their child's learning and development as well as highlighting any areas for focus and development.

Alongside the termly assessments children are observed monthly by their keyworker, these observations are then used to highlight children's progress or areas to develop.

We work alongside the health team with the integrated review at 2 years. The two year checks are carried out by health team, we are given feedback from parents about these. If a child is in a grey area or has any areas of concern the health team will contact us and share these concerns with us. We would then work together with families to put support in place to hopefully make progress in this area. We also carry out our own two year checks between the age of 2-3 years, these are also shared with parents.

We have a robust SEN/Inclusion Policy that we follow to identify children's needs and the outcomes that we follow to support the child and family. As a setting we work closely with our inclusion teacher and other professionals to ensure the best possible outcomes for all children. When working alongside other professionals, parents are always involved in all processes and decision making.

At Pendle Court Day Nursery we have an open door policy and pride ourselves in having good relationships with parents and families, this allows parents to come and raise any concerns with us at any time.

Teaching and Learning Part 1 - Practitioners and Practice

At Pendle Court Day Nursery we work within the Early Years Foundation Stage Framework. Keyworkers use development matters, characteristics of learning and the statutory guidance of the EYFS to plan provision and activities for the children. The EYFS is broken down into 7 areas of learning and development, 3 of these are prime areas and 4 are specific areas. We ensure that children are confident within the 3 prime areas as these underpin all learning and development.

Children's development in nursery is monitored continuously through observations and termly assessments, these are all linked to the development matters and the characteristics of effective learning.

These are carried out by the child's keyworker and are shared with parents through our online i-connect system. The children's observations are fed into the rooms weekly plans, these plans also include daily spontaneous observations and ideas from parents and children's views. Activities and provision are all adapted to suit the needs of all children. We differentiate the activities and continuous provision to meet the needs of the children within each room. Children with identified additional needs are supported through our provision mapping, with their own targeted learning plan and any other resources or further support that they may need. At Pendle Court Day Nursery we have a keyworker system to ensure that all children have their own key person to meet their individual needs across all areas from care giving to record keeping. It is also the key person's role to establish positive relationships with parents and families, to have open communication so that we can share information regarding children's learning and development. We encourage parents to be involved in their children's learning and development by sharing termly assessments with them and discussing next steps, and by all children's learning and development being on the online i-connect system. Each keyworker has a buddy, the buddy works alongside the keyworker and when the keyworker is on annual leave their buddy takes over their keyworker responsibilities.

Teaching and Learning Part 2 - Provisions and Resources

At Pendle Court Day Nursery we have a large variety of age appropriate resources to support all children's development needs, this includes resources that support children who may have additional needs. We use our individual target learning plans and provision mapping to identify resources and activities that may be needed to support children's individual needs.

If children receive any additional funding, so that we can meet their needs, we would use this funding for extra staffing or resources. We work alongside other professionals for example: speech and language, educational psychologists and any other additional services that are identified, to ensure that we are meeting each child's needs.

Keyworkers and the nursery SENCO work closely with multi agencies.

Any additional activities or outings that we offer at Pendle Court Day Nursery are inclusive to all children. We undertake risk assessments and make any necessary amendments to ensure that all children can be involved.

Reviews

Parents have open access to their child's learning journal and can speak to their child's keyworker at any time. They also have access to their child's learning journal through the online i-connect system. This allows them to see all observations and next steps, as well as allowing them to input their own views and ideas into the child's learning. Each term we share children's progress and next steps with parents. We also hold annual parents evenings.

Target learning plans are regularly evaluated and up-dated, they are then shared with parents. All SEN meetings are planned around parents to ensure that they are able to attend.

Transitions

Before a child starts with us at Pendle Court Day Nursery we have induction/settling sessions for the child and parents. This allows the key person to gather information about the child to ensure that we can meet their individual needs. The parents complete an All about me document and essential information forms. When children leave Pendle Court Day Nursery to go to school or move to another setting we complete a Transition document for all children taking into account the development made within the EYFS. The keyworker may go with the child if it is thought this will help them settling into their new setting or school. Transition meetings are held for those children that require it and we liaise with all other settings that the children attend and the schools they are following onto. At transition meetings we would invite SENCO'S from the new setting and any other professional that are involved with the child so that all information can be passed onto the new setting or school.

Staff Training

All of our staff are fully qualified at level 3 as a minimum (or working towards this) We sometimes have apprentices as part of our staff team that are working towards our level 3. We have staff that hold level 4's and level 6 that work within nursery. One member of the staff is employed with the Early Years Professional Status.

Appropriate training is given for the staff working with the children with additional needs, also for those with SENCO responsibilities.

Further Information

We are an outstanding nursery offering fully inclusive practices to all children, we have an open door policy for people to visit our setting.

If you would like any further information please ring us or contact us via email.