

The Local Offer

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Name of person to contact: Kathryn Wood

My child has SEND. I would like to look around. What do I need to do?

Please contact me by phone and have a brief discussion about what you as a family require-days of the week, hours, any special requirements. Or email me. If you would like to visit, we can arrange a time. Maybe it may be quieter and more relaxed on the evening or weekend. On your first visit you may prefer to come alone or with your child, you may visit with a partner, relative or friend. Your child may want to bring a favourite toy to play with. I have a parent file with information about the setting, our daily routine, policies and procedures which you may like to see either before your visit or I can email them to you. It is important you read these to see how we work in the setting and promote strong links with parents.

How will my child and I be made to feel welcome and how will you get ready for my child coming?

I will welcome the whole family to our setting and strive to ensure that individual needs are catered for. Once you have decided to use this childcare facility, pre-visits will begin. These visits will allow you and your child to familiar with the setting. Prior to starting we will discuss your child's individual needs, talk about interests, favourite toys, games, books, songs, favourite food and drink, special diets, routines, family and pets. We will talk about anything your child dislikes or may fear. I will record this on an 'All about me' sheet together. This knowledge helps us prepare for your child's first days by creating an environment full of familiar and comforting things. Visits are unlimited and there to make all involved with the child comfortable, and for the setting to gain as much information about the child and families needs to make caring for the child and families needs to make caring for the child and their needs a positive experience. An individual need of your child's daily routine form is to be filled in prior to your child starting at the setting. This will give me understanding of times that your child needs certain things such as sleep/rest time, medication, meals. I regard each child as an individual and focus on their strengths and interests, I value all that you tell me about your child. I work closely with all parents in partnership. I talk about your child's specific medical needs where appropriate and listen to any concerns you may have. I offer flexible settling in periods when your child will meet the other children in my care. We build on settling in periods until your child is happy, confident and comfortable with me.

How accessible are your premises?

I provide childcare in a homely settling. A small step to the entrance of the property, into the conservatory and onto the patio may be a challenge for access specifically to a wheelchair users but could be overcome by the provision of ramps. A small wall encloses a flat patio with three shallow steps leading to the lawn. The garden is fully enclosed. I do not have a downstairs toilet or stair lift. As I do practice free flow play between indoors and outdoors, any adaptations that need to be made will be discussed with the family. In the playroom (conservatory), all toys are accessible and at the children's level. Lounge space is used for quiet time or used for extra floor space when needed. Kitchen area is where all cooking and food preparation is done, children can help with this at child height tables. Dining area is where meals are eaten. We take a 10 minute walk to preschool and school, 3 days a day.

How will you keep my child safe?

Keeping your child safe, physically and emotionally is our priority. We will keep your child safe from any kind of physical harm and help build your child's confidence and self-esteem. We are responsible for the safety and security of your child while in my care as part of my Ofsted registration. I have wide range policies for safeguarding children including Child protection, medication, Sickness and illness, Health and Safety, Equal Opportunities, Behaviour management. Use of mobile phones and cameras which enable me to safeguard your child. I have a DBS (Formerly CRB) Risk assessments are completed and updated regularly to ensure the safety of all within the setting. These risk assessments also cover when we leave the setting, for example park visits, day trips and using the car. Risk assessments will also be carried out on the setting prior to a child with SEND coming, this is to ensure their safety and wellbeing. I have a current paediatric first aid certificate which I renew every 3 years. Dietary requirements and any allergies are taken in to account and discussed prior to child starting at the setting. Action plans can be put in place for allergies if need be. Medication forms are completed and signed by parents/carers to allow medication to be given, these forms will state times, dates and medication type to be given, and these will be checked by parents and signed for to ensure that everyone understands what medication has been administered. Medication is stored securely. Accidents, incidents and pre-existing injuries are recorded. Information from these forms is used to risk assess how the incidents may be prevented in the future, these are shared with parents. Positive behaviour is praised. I have smoke detectors, carbon monoxide detectors and monthly evacuation drills. I have followed Child protection courses. I have followed food Hygiene course I work in partnership with parents and ask for written permissions to be given to be given by parents.

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How will you communicate with me what my child has done, enjoyed and learnt?

As well as verbal feedback on a day to day basis, your child will have their own communication book. In here I will write down what meals they have had and a brief description of what they have done that day. Parents/carers and other professionals that regularly see the child are encouraged to add to the book on the child's day off, this gives us all an insight into what your child has been doing elsewhere, this allows me to plan effectively for your child. I also compile a learning Journey for each child, this is full of photos and observations of what the child has been doing and this is linked back to the EYFS (Early Years Foundation Stage) showing that I follow the curriculum. To compile the learning Journey I complete progress summary forms, individual trackers and two year old check forms, these allow me to follow and track your child progress and allow me to plan effectively for their needs. Regular meetings can be set up for you to discuss your child's care and needs. I make time to talk to you when you collect your child, speak to you on the phone or meet at a mutually convenient time to chat informally.

How do you work with other professionals?

In partnership with parents, I am happy to liaise with other professionals/outside agencies who may be involved with your child. I share any concerns with you as parents and after an initial discussion and with you we are happy to speak to other professionals for advice and guidance. Health visitors-health visitors can refer you for additional support, I can work closely with your health visitor to make this process smooth and offer them as much information as I can to aid their form of support given.

What training have you/your staff had in SEND?

I have 5 years childminding experience and 10 years previously working as a private qualified nanny. I am an NNEB. I appreciate the importance of understanding SEND and I would access any relevant training to meet the child's needs. I have attended courses and hold certificates in- Paediatric First Aid (Including epi pen training), Child Protection Awareness, Supporting children with speech, language and communication needs, Food safety, Health and safety, Supporting children's emotional well-being. I update myself monthly from Leicestershire County Council Early Years, Ofsted updates. I am a member of Pacey (Professional Association of Childcare and Early Years) and use their factsheets and videos.

How will you adapt play opportunities for my child?

Firstly I will discuss with parents how their child enjoys play, also through observations of the child at visits, an idea of how play opportunities can be adapted to allow inclusion of all within the setting. I would also consider what other professional involved with the child believe, they may have an individual educational plan in place and this can be woven into the settings play structure for the benefit of the child. In the setting it is important that children's play is supported and children's interests are taken on board, open ended play is encouraged and children are encouraged to take the lead in their play. In the setting modelling a play opportunity can be a way of encouraging a child to become involved allowing them to become curious and join in. Both indoors and outdoors are used equally for the children

How will you get ready for my child going to his/her new school?

I will gain parental permission to share key information with any new setting; this information will include the child's specific dietary, medication and specific needs as well as their learning and development needs. Transition summary of progress will be completed and the child's learning journey will be shared with the new setting, a meeting can be set up for both settings to meet and discuss the child's developmental needs as well as what the child enjoys and how they are made to feel comfortable in the setting.

How will you and I know how my child is doing and how will you help me to support my child's learning?

Children's progress is tracked through observations, these are both photographed and narrative, these make up the child's individual learning journey, these observations are linked to the EYFS Outcomes and tracked on a development tracker then used to provide a progress summary for the child, possible lines of direction are determined through observations and taking into account the child's likes and activities enjoyed. Children's progress is shared with all parents/carers and any other professionals that are involved with the child. Between the age of two and three a Two year progress check will be completed and this too can be shared with relevant professional. The setting share with other professional how the child is getting on and between us we share professional training plans. Parents are encouraged to become part of the setting and come along when they can. Newsletters are set up regularly to let parents know anything that is going on both in and around the setting.