

# The Local Offer

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Name of Setting: Old Dalby Preschool

Telephone: 01664 823100

Email: olddalbypreschool@hotmail.co.uk

Name of person to contact: Leonie Miller (Manager)

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

We encourage all new parents/carers to come and look around our setting to get a feel for the place. Parents/carers know what type of setting would be best for their child so coming in to experience the atmosphere and friendly staff team is vital. We ask that parents/carers contact us to arrange a time to visit, this can be by email, phone or via the website. During your visit you will be shown around by a member of our team as well as have an opportunity to talk with the manager/SenCo. Your child is free to get stuck in with the activities on offer.

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

Good communication between parent/carer and ourselves is extremely important, we will make every effort to source effective communication methods and continue to do so throughout the whole time your child is with us. We will gain information about your child's needs and interests and incorporate those into activities that we will put out. Our staff team are friendly and approachable and have had a lot of experience with the settling process. They are aware of how all children are different and settle at their own rates. We will give you and your child an induction pack with lots of useful information about our setting, it will also have photos of all our practitioners for you and your child to become familiar with us before you come. Parents/carers are welcome to stay with the child for however long they feel necessary to aid a smooth transition. We have visual aids around our setting for children to become quickly familiar with their surroundings. Differences are embraced and celebrated. Using resources and equipment as well as positive role-modelling by staff we provide children with opportunities to explore each individual child's culture.

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## *How accessible are your premises?*

Old Dalby Preschool is situated in a small rural village outside Melton Mowbray. The building itself was purpose built in September 2010 and is on the Primary school site. The building is fully accessible to wheelchair users. The layout of the setting consists of one main room with a small sectioned 'cosy' area which is also used for children who need a sleep. This main room has recently undergone changes to introduce more zoned areas to concentrate on specific areas of learning however all areas of learning run freely around all activities. The room has patio doors which lead out to a covered decking area and a grassed garden. These doors allow children constant access to outdoors. Equipment will be adapted if needed.

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## *How will you keep my child safe?*

Old Dalby Preschool is committed to building a culture of safety in which children are protected from harm. At Old Dalby Preschool children's safety is paramount. Our setting boasts robust health and safety policies which are reviewed every 6 months and updated as regularly as required. Risk assessments will be carried out to minimise any risks, regular safety checks are also carried out. We have a secure gate lock where only authorised persons can gain access if buzzed in by a practitioner. All staff have had an enhanced DBS check and all have up to date and relevant safeguarding and first aid training. We maintain a high staff ratio and give additional support when needed. We keep a list of persons who you have authorised to collect your child on your child's file, if you need your child to be collected by a person not on the list a password will be requested. Safe behaviour is promoted both indoors and outdoors. Staff provide good role-models with health and safety and encourage children to be aware of safety and hygiene.

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

We have various methods of communicating with parents. The most successful of these being our home books. This home book is to let you know what your child has been doing at Preschool and help us to support his/her progress and development. It will be written in once a week as well as any extra entries when we have something additional to let you know. It is also a way for you to advise us of anything or write down any other information from home for example what your child has done at the weekend, family news, interests/hobbies or things your child may have achieved so we can build on this at Preschool. We will also be giving ideas of activities that you can try at home specific to your child's development at Preschool. There will be opportunities for you to talk to a member of staff each day face to face. We also have updates of information on our website and Facebook page, regular newsletters and a parent's notice board.

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## *How do you work with other professionals?*

We work hard to establish and maintain a partnership with other professionals. This means having good communication and gaining

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regular updates. We have a strong relationship with our Area SenCo and she often visits the setting. We welcome outside agencies to come and visit the child in the setting and work together to implement agreed strategies for children. Some of our practitioners have also attended training on multi-agency working to broaden our knowledge and skills.

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## *What training have you/your staff had in SEND?*

All our practitioners are highly qualified all level 3 and over and have covered SEND in their qualifications. In house training takes place to update all staff in SEND. We also have two Early Years Teachers. Our SenCo and I have completed all SEN training from Leicestershire County Council. The SenCo, Teresa, is also now completing training on working with children with Autism as well as numerous training on behaviour management. Training is actively sought out and often motivated by the children that attend. All staff have Paediatric first aid and safeguarding training.

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## *How will you adapt play opportunities for my child?*

Information about the child's interests and developmental levels is taken from a variety of sources. This can be from observation and discussion with the child, direct discussion with parents/carers or comments in the child's home book, comments from the child's 'setting passports' and contact with outside agencies. Key persons then plan for each individual child in their group on a week by week basis and children's interests are used to engage and excite. This is also achieved by giving consideration to the child's characteristics of learning and each individual child's relation to them. We provide different communication strategies such as a visual board of activities and staff also wear communication pictures. Makaton has recently been introduced and signs and symbols have been put up around the room.

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

As the setting is on the school site we have built up extremely strong links and hold regular meetings, both formal and informal, about transition. This is of great value to the children who are going to attend the school as they become familiar with the setting early on. Reception teachers are invited to come and complete collaborative observations with our staff to allow them to get to know the children before they start school, the teachers also have meetings with the children's key person. We feel regular communication is key and always involve parents in this.

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

Regular observations, Early Assessment Reviews, Progress summaries and 2 year checks are completed for each individual child. The outcomes of these assessments are shared with parents/carers. Within our home books we will suggest activities that may further learning at home, following on from what has been explored in the setting. Along with parents and other professionals we will constantly monitor progress and collaboratively agree on next steps and targets.