

MKM CHILDCARE LIMITED

Our Local Offer 2023

1. How does the Early Years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

At Little Explorers Nursery and Preschool all children are observed and assessed regularly, and we have a procedure to identify possible SEN or disability.

Each setting has a Designated Inclusion and Special Educational Needs Co-ordinator (INCO/SENCO). All children are allocated a key person who will make observations and review the child's progress. Practitioners use their training in child development to assess a child's progress and plan for their individual needs. Practitioners will use recognised assessment tools, such as Development Matters, non-statutory curriculum guidance for the early year's foundation stage (July 2021) and West Sussex Speech and language monitoring tools.

All progress will be shared with parent / carers. Any concerns about a child's development will be brought to the parent / carer's attention without delay, so that support can be provided as soon as possible. If a parent / carer has any concerns about their child, they should in the first instance speak to their child's key person.

2 – Year Progress Check

All children will be assessed between the age of 24 months and 35 months, and a report will be shared with the parent / carers by the child's key person or the Nursery INCO / SENCO. The assessment will concentrate on the Prime Areas of learning, which are Communication and Language, Physical Development and Personal, Social and Emotional Development. The report will highlight the child's strengths and any areas where there are delays.

If there are any significant delays or the parent / carer has a concern about their child's development, then the Nursery INCO / SENCO will advise on the best course of action.

Parents of children with English as an additional language will be asked if there are any concerns with language development in their own language. We encourage parent / carers to share some key words in the child's home language so we can support this at the setting.

Parent / carers will be asked to bring their child's Personal Child Health Record (PCHR) (red book) to the 2-year progress meeting. The formative assessment will be written in partnership with the child's parent / carer and the child's key person. We encourage parent / carers to share their child's formative assessment with the Health Visitor during the child's 2-year health review. It is good practice to discuss oral hygiene with your child's key person and ensure that you have signed your child up to a local dentist and doctors' surgery.

Some children will be invited back for a second review with their child's Health Visitor. This review will take place when the child turns 3 years old and will be integrated with the child's Health Visitor, the child's parent / carer, and the Nursery INCO / SENCO.

2. How will the early years setting staff support my child?

At Little Explorers Nursery and Preschool all children are allocated to a key person within one of the three age groups, Babies (0-2 years), Toddlers (2-3 years) or Preschool (3-5 years). The child's key person will act as a main contact for parent / carers and will plan and support the child's individual needs. Transition between each age groups will be made gradually and when the child is ready.

Most children with additional needs are supported through high quality teaching and what is ordinarily available for all children. The Nursery INCO / SENCO use the 'Ordinarily Available Inclusive Practice' guidelines, which outline the expectations for inclusive practice. The Nursery INCO / SENCO are also supported by West Sussex Early Years Advisors and have access to a variety of different 'tools and strategies' provided through West Sussex 'tools for schools'.

If a child requires extra support or has SEN or a disability then a One Page Profile and Individual Plan will be written specifically for the child, highlighting their strengths, what is important to them, their desired outcomes and how they will be supported at Nursery. This is called a 'person centred' approach and is a recognised approach to help support children with SEN and disabilities.

The Nursery INCO / SENCO, key person and Manager will work in partnership with the child's parent / carers to complete the plan. Any professionals working with the child will also be invited to contribute.

The child's key person will continue to work with the child with the support of the Nursery INCO / SENCO and the Manager.

If the child is not making expected progress, with parental consent the Nursery INCO / SENCO can access further support and make a referral to Target Setting Support (TSS), Speech and Language Services, Occupational Therapy, or the Child Development Team. If this is required, then an Action Plan is started which forms part of West Sussex Early Years Individual Support Plan (EYISP).

With an Action Plan in place, the Nursery INCO / SENCO can access specialist training, resources and possibly funding. The Nursery INCO / SENCO may also suggest that the child is referred into the 'SEND under 5's' panel (a new process which replaced EYPARM in April 2021) to assess what support is needed for the child and if the child requires an EHCNA (Educational Health and Care Needs Assessment.) which will determine if an EHCP (Educational Health Care Plan) is issued for the child.

3. How will the curriculum be matched to my child's needs?

At Little Explorers Nursery and Preschool our pedagogy is based on a mix of approaches, including Reggio Emilia, the Curiosity Approach, Planning In the Moment and Maria Montessori. Our curriculum is ambitious, flexible and designed around the child. Practitioners focus on those who need the most support with an ambition of closing gaps in children's learning and improving long term outcomes.

Learning is mainly through purposeful play within beautiful learning environments. Adults deliver quality interactions to challenge and extend children's individual learning 'in the moment' and offer a balance of child-led and adult-led activities.

All children's progress is reviewed regularly by the child's key person and then shared with parent / carers. The child's next steps and learning outcomes are linked to the seven areas of learning within the Early Years Foundation Stage. The child's key person will use the Development Matters check points, along with their own experience and professional judgement to assess where each child is within their individual learning before deciding what support to put in place. Paperwork is kept to a minimum to allow practitioners to deliver high quality and purposeful play. All children's observations and photographs are up-loaded onto Tapestry,

an online journal. Parent / carers will be issued with individual log in details so they can view this on a day-by-day basis.

Practitioners understand that every child is unique, therefore, children's individual learning styles are taken into consideration when planning classroom set ups and activities. Practitioners also monitor children's level of engagement during play as well as support children who are displaying recognised schemas. The Senior Management Team continuously monitor practice to ensure that high quality teaching is being delivered and that the environment reflects the children's individual needs, including challenge for those who need it.

Learning outcomes for children with SEN, a disability or who require extra support will also be linked to the Early Years Foundation Stage. Further detail will be provided within the child's Action Plan where SMART objectives are recorded and evaluated. The child's key person will look at ways to remove barriers to learning so that they can access all areas of the curriculum and make good progress.

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

For children with SEN, a disability or who require extra support we use the 'graduated approach' which is an on-going cycle of assess, plan, do, review. This cycle allows the Nursery INCO / SENCO and Manager to constantly evaluate the child's progress.

The Nursery INCO / SENCO will agree a review date with parent / carers when completing the child's One Page Profile, Individual Plan and Action Plan. During the review meeting, observations will be shared from nursery and from home and it will be discussed what is going well and if there are any worries. The Nursery INCO / SENCO will then agree next steps with the parent / carer and another review date will be agreed.

There is a 'Parent Hub' located in the welcome area of each setting where information is displayed for parent / carers. Information includes advice on how to support children's learning at home as well as information about other local groups and support available in the local area. The Manager and INCO / SENCO regularly invite parent / carers into the setting to 'drop in' to our parent hub and ask any questions about their child's progress.

Babies and toddlers have care routines up-loaded daily onto Tapestry. Care routines include, nappy changes, milk feeds and a food diary. Photographers and observations of all children are available for parent / carers to view on Tapestry. If an older child with SEN or a disability would benefit from having a care diary, this can be arranged.

5. What support will there be for my child's overall wellbeing?

The child's key person, the Nursery INCO / SENCO and the Manager will ensure that the child's overall wellbeing is supported fully, and any specific requirements are detailed in the child's One Page Profile, Individual Plan and Action Plan.

All staff will be trained on how to use specialist equipment to ensure that it is used safely. Policies and procedures are in place for # medicine, and we will only administer medication that has been prescribed by the child's GP. Parent / carers or medical professionals will be asked to show staff how to administer the medicine to ensure minimum stress to the child. All children who have a medical condition that may require medication will have a detailed 'Care Plan' written by the Nursery Manager in partnership with the child's parent / carer.

At Little Explorers Nursery and Preschool, we promote positive relationships by encouraging children to talk about their feelings and recognise other peoples' emotions. We provide quiet areas within the classroom and outside.

Self-regulation is embedded into everyday practice and all children are encouraged to work towards simple goals such as waiting a turn and focusing their attention and controlling impulsive behaviours.

The Senior Management Team strongly believe there is a link between practicing mindfulness and supporting behaviour in the Early Years. Therefore, we incorporate mindfulness into everyday practice within the Preschool group. We also provide all staff with early years mindfulness training via MyEducare.

We have behaviour policies and procedures in place and the settings INCO/SENCO takes on the role as Behaviour Manager. The Management team have regular supervisions with staff where all children are discussed in detail and feedback on practice is gained to ensure everybody's needs at the setting are being met. The Management team also encourage supportive peer on peer observations between practitioners to encourage ongoing reflective practice.

6. What specialist services and expertise are available at or accessed by the early years setting?

Business owner and company Director, Clare Peacock, has completed a Childhood Degree and has extensive knowledge and experience in management and childcare. The Area Manager, Nicola Holben has a Level 5 Foundation Degree in Early Childhood Studies and a Level 6 BA Hons Degree In Early Childhood also.

Nicola has a wealth of experience working within the early years sector and oversees all three settings. Nicola is also the Deputy Area Designated Safeguarding Lead and Inclusion and Special Educational Needs Coordinator across all settings. Acting Manager of Crawley, Amber Wickham, has a Level 3 in Childcare and has completed a level 3 Diploma in Management.

Kat Houston, Manager and INCO / SENCO of our newest setting on Royal George Road, Burgess Hill is extremely passionate about SEND and Inclusion and making a difference in the Early Years. Kat has recently completed her Level 3 NCFE Cache Early Years SENCO Award.

Acting Manager of Jane's Lane, Burgess Hill, Sophie Donaldson has a Level 3 Childcare qualification and is the settings INCO / SENCO.

The Senior Management Team have termly conversations with a West Sussex, Early Years Advisor who offers support, training and updates on new resources and legislation. The Management team also attend regular Network meetings and training to keep up-to-date.

All practitioners have access to a training programme run by West Sussex County Council where they can attend specialist training. All staff also have ongoing online training through MyEducare.

7. What training are the staff, supporting children with SEND, had, or having?

Little Explorers – Royal George Road

Kat Houston, Manager and INCO / SENCO has completed SENCO / INCO training via West Sussex. Training has included, The Role of the INCO, Supporting Children with SEND, Co-ordinating SEND support, Writing Individual Plans and Children's Learning and Well-being Audit (CLaWBA).

Kat has also had training in 'say it and sign', Early Bird National Autistic Society Programme for parents, visual support, PECS (Picture Exchange Communication System) and has attended the Solihull parenting course.

Little Explorers – Janes Lane

Sophie Donaldson, acting Nursery Manager, has a keen interest in supporting children with SEN and has recently completed Makaton training through West Sussex.

All training is cascaded so that everybody is 'up skilled' and in turn have the tools to support the children who attend the nursery. Kat Houston manages a private staff training Face Book page across all settings where videos, quotes and articles are shared weekly to encourage staff engagement into their own personal professional development.

Little Explorers - Worth Road

The acting Manager and INCO / SENCO Amber Wickham has had SEND training and experience working with children with SEN and disabilities.

Senior Management Team

The Senior Management Team meet weekly with Clare, the company director to discuss the business needs.

The senior management team attend regular INCO/SENCO and Learning and Development network meetings via West Sussex to keep up-to-date with current legislation and information.

Clare, Amber and Kat have all received training from Beacon House in Early Childhood Trauma attachment and the Sensory Processing System.

8. How will my child be included in activities outside the early years setting including trips?

Before going on any trips or outside activities, such as sports a full risk assessment is carried out by a member of management at the nursery.

There are generic risk assessments in place for our regular places of interest. If we feel the welfare of the child or the other children would be at risk, a discussion will take place with the parent / carer to decide on the best course of action so that the child is fully included and can still participate.

9. How accessible is the early years setting environment? (Indoors and outdoors)

We operate a 'free flow' setting where children are able to choose where they want to play and explore. We provide a learning environment which is planned around the children's current interests. All areas of learning are available both indoors and outdoors so children who prefer to spend longer periods of time in one area still have full access to the whole curriculum.

The environment is clearly set out and consideration is taken to ensure that it is not too visually stimulating. Toys and resources are labelled with pictures so that children can independently make their own play choices and help put toys back where they belong. Visual timelines are in place for individual children so that they know what is happening now and next. A visual song board is used during toddler and preschool circle time so that children who have little language can still make a choice and we use now and next visual prompts for our daily routines.

We aim for the classroom environment to reflect our community and support the individual needs and interests of all children. We invite parent / carers to contribute ideas of how their child's home interests, celebrations, traditions and home language can be used in everyday practice.

We are a very proactive setting, and we are always looking for ways to improve our practice. The Company Director and the senior Management team are working with the team to develop and evolve the classroom environment by introducing resources which are authentic and made from natural materials. We are also extending our 'loose parts' play where real items and undefined objects are used within play to spark curiosity and allow for the children to engross themselves in true imaginative play. Overall, our vision is to provide a neutrally toned classroom space, full of natural light and which reflects the children's social, cultural, and individual needs as well as reflecting our local community.

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/ school?

Before registering a child at the nursery, we will discuss the care needed. If support is identified or already in place, then the Nursery INCO / SENCO will arrange a transition meeting where everybody involved in supporting the child shares information and agrees on the level of support required, so that the child can be planned for before they start.

Our usual settling in procedure includes an hour visit for the parent / carer and the child to visit the nursery to meet the Manager and complete paperwork. If happy a second two hour settling in session will be arranged before the child starts their agreed hours. During this visit the parent / carer and child will be introduced to their child's key person. Some children may require a home visit and extra settling in sessions before starting. All children will be allocated to a key person within their child's age group. This will be decided before the child starts so that the child and parent / carer can meet with their key person during the settling in period.

Before children start school, the key person will work on specific skills at nursery to promote independence and 'school readiness'. We aim for all children to leave Little Explorers Nursery and Preschool being independent, curious, willing to try new things and have a love for learning. We also aim for children to be able to recognise and manage their own feelings and behaviours, resolve conflict between friends and be able to express and communicate their individual needs and wants. We feel these are key skills for long term future success.

Once a school place has been secured the Manager will start the school transition process, which will include attending West Sussex school transition meetings and sharing progress for each child.

For children with SEN or a disability the nursery INCO / SENCO will organise a supported transition. A supported transition will allow for the child's One Page Profile, Individual Plan and Action Plan to be shared with the chosen school so that the child can be planned for before they start. The school SENCO may also request to visit the setting and organise a transition meeting with everybody involved in the child's care.

All children will be invited by their chosen school to attend a school visit and some teachers will also visit the nursery to meet the child in person.

All children will leave Little Explorers with a completed online Learning Journal and a current progress report.

Last year Kat Houston worked in partnership with local schools and leaders on an 'Area Inclusion and Improvement Board' to improve working relationships with schools, identify any barriers and improve high quality provisions.

11. How are the early years setting's resources allocated and matched to children's special educational needs?

The Nursery INCO / SENCO will work with parent / carers and outside professionals to source any specialist's equipment that may be required to support the child. It may also be possible, with the parent / carers consent for the nursery to apply for funding to purchase specialist equipment. For example, some children who receive Disability Living Allowance (DLA) may be entitled to Disability Access Fund (DAF).

The company Director and Management team regularly review the environment and the resources to ensure that they are reflecting the needs of all children, including those who have SEND or additional needs.

12. How is the decision made about what type and how much support my child will need?

At Little Explorers Nursery and Preschool support for children is decided in partnership with parent / carers and any other professionals working with the child. The child's Individual Plan will detail the support in place and will be reviewed regularly and up-dated accordingly.

It maybe that a child is referred to the SEND under 5's to be discussed and an Educational Health and Care Plan (EHCP) needs assessment started. If a child already has an EHCP it will detail specific targets and the level of support required. EHCP are legal documents and are reviewed yearly.

13. How are parents involved in the early years setting? How can I be involved?

At Little Explorers Nursery and Preschool, we work in partnership with parent / carers and other professionals and parent / carers are fully included in all meetings and decisions about their child.

We operate a Focus Child system when we feel that more detailed observations are required. The child's key person will then plan specific activities based around the focus child's individual needs, interests, and next steps. The key person welcomes parent / carers to share their child's current home interest's, achievements and any worries.

Each setting has a private Facebook page for parent / carers where the manager shares information and photos of the children's learning experiences. Parent / carers also receive a monthly newsletter which is sent to parent / carers informing them about what the children have been doing, forthcoming events and any other important information.

Little Explorers hold a transition event for children who are starting school in September, which includes a presentation to parent / carers informing them of key dates as well as individual parent consultations in the lead up to starting school. At the end of the academic year, Little Explorers celebrates with a Preschool Graduation Party.

Breakfast mornings are held for our baby and toddler groups where we invite parent / carers and their child into the setting for a 'play and stay'. This gives opportunity for parents / carers to meet other families and for the child's key person to share progress. The Manager and INCO / SENCO are also available to answer any questions.

The management team regularly review the quality of provision by sending out parent questionnaires and talking to parent / carers to review what we are doing well and what we could do better.

14. Who can I contact for further information?

Please contact the nursery by phone, email or in person. You can also contact the company Director Clare Peacock. Clare will then point you in the right direction depending on the nature of your enquiry.

Company Director - Clare Peacock

E-mail: office@littleexplorersnurseryandpreschool.co.uk

Area Manager - Nicola Holben

E-mail: areamanager@littleexplorersnurseryandpreschool.co.uk

Sophie Donaldson INCO / SENCO & DSL

Little Explorers - Janes Lane

Worlds End Pavilion

Janes Lane

Burgess Hill

RH15 0QJ

01444 241909

E-mail: manager@littleexplorersnurseryandpreschool.co.uk

Amber Wickham INCO / SENCO & DSL

Little Explorers – Worth Road

102 Worth Road

Crawley

RH10 7DU

01293 384144

E-mail: crawley@littleexplorersnurseryandpreschool.co.uk

Kat Houston INCO / SENCO & DSL

Little Explorers – RGR

Royal George Road

Burgess Hill

RH15 9SL

01444 67524

E-mail: k.houston@littleexplorersnurseryandpreschool.co.uk

Information on local services can be found in the West Sussex Local offer.

<https://westsussex.local-offer.org>

Thank you - Updated May 2023 by Kat Houston

