



SEN and Disability
Local Offer: Early Years Settings

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Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

The Setting

The Kinderhouse Children's Nursery is a day care facility, which caters for young children and babies aged 0-4. We also provide 5 spaces outside of term- time for children to come for the holiday club. We split the children into 4 different age groups: 6-18 months, 18 months to 2 years, 2-3 years and 3+. There are no more than 8 children included in these groups at any one time. The nursery is open from 7:30-6:00 from Monday- Friday.

The key staff at the Kinderhouse are a team of 6 people who are spread around the 4 different areas. Claire Leeds is the manager and owner of the nursery. Leanne Price is the assistant manager and is also in charge of safeguarding for the nursery. Tracey Mcillhatton has the responsibility of PICO in the nursery, and works in the baby room with the children aged 0-18 months. Krystal Wood is an early year's educator in the 2-3 room, and she is in charge of Health and Safety for the nursery. Laetitia Lequeux has the role of completing all risk assessments throughout the nursery, as well as leader of the 2-3+ room. Harriet Lynch works with children aged 2-3 and is the Special Educational Needs Coordinator for the setting.

Accessibility and Inclusion

The Little House

The environment for the baby room is wheelchair accessible and has a ramp at the front door. It is all flat ground inside, with no humps or steps. Inside the baby room there is two baby gates, which are both wide enough for wheelchair access. The flooring is all flat and smooth inside and there is open space for easy access and manoeuvre. There are not any adult's toilets in the baby room, except for a nappy changing and toilet training area for young children. Inside the little house there is a table and several highchairs for dining, age appropriate toys for each room and a large nursing chair in the 6-18 months' room.

The Big House

The big house is a two story detached building, with neighbours either side and surrounding. There is a drive way at the front of the house for use of parents when needed but is usually kept clear as a fire exit. Children and parents access the setting from the side, where there is a biometric gate. They can access the nursery through the back door, where there is a large step from the cloakroom into the 2-3 room. There is one accessible toilet for staff use in this building, and two children's toilets, with baby changing and hand washing facilities. There are two large rooms on the first floor of the Big House used for the children aged 2-4. These contain small tables, chairs, age appropriate toys and some electrical devices for the children's use. The second floor of the big house is for staff use only, and it includes a fully equipped bathroom, kitchen, office and staff room. The bathroom includes a shower unit, sink and toilet for staff use when needed. The kitchen provides an oven, microwave, bottle steriliser, sink and all the tools and utensils needed in a basic functioning kitchen. The kitchen is used to prepare snacks, lunch and dinner for the children, and staff when needed. There is not a lift to get from the first to second floor of the big house, which means it is not wheelchair accessible as there is a staircase leading from top to bottom.

The Outdoors

There is large garden at the rear of the big house, which is situation between the two buildings. The garden is spilt up into two parts for the babies and toddlers, and the preschool children. There is a small gate partitioning the two halves. In the baby section of the garden there are age appropriate outdoor toys, with two small Wendy houses and a messy area containing a sand pit and water play. There is a small building at the side of the garden which is the sleeping room, containing cots and nursing facilities for babies. This has a small step around the door frame and is locked when not in use. There is a high brick wall surrounding the premises, providing a safe environment for the children to play in.

In the larger part of the garden there is a two story climbing frame which is raised off the ground by about 4 feet. It is wooden and is accessible by some gradual steps which are on a ramp at the side of it. There is a small winding slide coming off the other end which is enclosed and completely safe and secure for play. There is a small wooden shed for the children's play, where there is a small step at the door and it is raised about 20 centimetres off the ground. The side of the garden there is a gated- off area which the children use for messy play. There is a border filled with soil and toys for the children to play in, a functioning hose and tap and a small wooden kitchen area with plastic kitchen utensils. The gate is locked when this area is not in use. The resources in both gardens are checked for breakages and cleaned on a weekly basis.

Identification and Early Intervention

The nursery would know if a child needs additional help, if they are developing at a slow rate, or if there are no obvious signs of development. If a parent thinks their child has special educational needs, they should organise a meeting with the manager of the setting and discuss their worries or ask any questions they need to. This might clarify some things for them, and the child might require further assessment by a Special Educational Needs coordinator in the local area. If you feel that your child may not be developing at the same rate as other children of the same age, it may be time to take a closer look. As a parent, this is a good time to mention your concerns to your child's caregiver or physician. Parents and providers can work together to start an observation plan to record the child's behaviour over time and in a variety of settings.

Guidelines for Observing Your Child

Children vary a great deal in what they learn to do and when they learn. Below are some guidelines to follow when observing your child. If you notice some of these behaviours consistently, you may want to contact or have your child screened by a professional.

VISION

- Rubs eyes frequently.
- Seems to have trouble following people or objects with eyes.
- Has reddened, watering or crusty eyelids.
- Holds head in a strained or awkward position, tilting it one side or the other, or forward or backward, when looking. Has trouble focusing or making eye contact.
- Seems to have trouble finding or picking up small objects from floor.
- Closes one eye when looking at distant objects.

HEARING

- May have frequent earaches.
- May have frequent ear, nose, or throat infections or allergies.
- Does not look to the source of voices or react to loud noises by four months of age.
- Talks in a very loud or very soft voice.
- May have difficulty responding to a call from across a room.
- Watches faces intently.
- Does not use spoken language as expected for his or her age group.
- Turns up volume on television or toys.
- Turns body to incline the same ear towards a sound.
- Has difficulty understanding what is being said.
- Breathes through the mouth.

THINKING

- By age one, does not respond to faces and objects, or does not recognize familiar people. Child does not look for hidden object (e.g. peek-a-boo) or does not anticipate return of people.
- By age two, does not identify simple body parts by pointing, does not match similar objects, or recognize self in a mirror. Cannot say simple words and name familiar objects.
- By age three, cannot follow simple directions and commands. Does not imitate adults
- By age three, does not begin to participate in creative processes; drawing, blocks, or play dough. Cannot match colours and shapes and complete simple puzzles. Unable to pretend or make-believe play.

By age four, does not give correct answers to questions, such as; what do you do when you're sleepy/hungry?

Does not have an active imagination, cannot sit through a short story.

- By age four, cannot tell the difference between different shapes and colours, does not pretend to read

books.

- By age five to six, does not understand the concepts of today, tomorrow or yesterday. Cannot follow multiple directions. Cannot sort and match according to different qualities (e.g. shape, colour, size). Cannot name shapes, colours and some letters.

- By age five to six, cannot recite 1-10, the child does not understand that numbers represent quantity (e.g. can get three apples, can put one napkin for each child)

The child cannot stay with or complete tasks (e.g. finish a puzzle, draw a picture related to a story).

COMMUNICATING

- Is unusually quiet.

- By six months, rarely makes sounds like cooing or gurgling.

- By age one, does not understand first words such as milk, bottle or bye-bye

- By age one, does not say mama or dada

- By age two, rarely names family members or common objects.

- By age two, does not speak in two-word phrases.

- By age two, does not point to objects or people to express want or need.

- By age three, does not follow simple directions or speak in sentences of three or four words.

- By age four, does not tell stories, either real or make-believe, or ask frequent questions.

- By age four, does not speak in sentences of four or five words and has speech that is not understood by adults.

- By age five, does not know age and cannot answer, who, what, where, when or why questions or use simple sentences.

MOVING

- Has stiff arms or legs.

- Has floppy or limp body posture.

- By three to six months does not have good control of head, arms, and legs. Does not explore fingers and objects with mouth and has not developed the ability to focus eyes on an object.

- By one year has not crawled, sat up, picked up objects with thumb and first finger, or stood with support.

- By two years has not walked or has difficulty walking without help. Cannot kick a large ball or does not need to release energy and use physical skills. Cannot use crayons, spoons or cups.

- By age three does not walk up or down stairs, frequently falls when running, and cannot turn pages of a book. Does not draw lines and simple shapes, is not active or does not test physical limits.

- By age four, has difficulty with such activities as standing on one foot, jumping from a bottom step, pedalling a tricycle, catching a large bounced ball, closing a fist, or wiggling a thumb. Cannot kick a ball forward, throw ball overhand, or walk backward.

- By age five, has difficulty skipping using alternate feet, pumping self on a swing, or cutting with scissors. Cannot string medium size bead
Cannot get dressed with minimal help.

PLAYING

- By three months does not coo or smile.

- By age 12 to 24 months, does not play games such as peek-a-boo or pat-a-cake, or wave bye-bye.

- By age two, does not show-off occasionally, or shows awareness of being seen by others.

- By age three, does not imitate parent or caregiver doing routine tasks such as washing dishes, cooking, or going to work.

- By age three, tends to play alone more than with other children. Does not engage in joint exploration and some peer play.

- By age three, does not play purposefully or initiates play through pushing or hitting.

- By age three, does not interact with adults and children outside the family.

- By age four does not play make-believe games and group games such as hide-and-seek with other children.

- By age five, does not share and take turns.

- By age five, does not express concern or compassion, when appropriate.

Does not show concern for a child who is crying or in distress.

GENERAL BEHAVIOUR

Some behaviours may be cause for concern, or they may just be part of the child's temperament or personality, so observe these behaviours with that in mind.

- By six months, avoids being held or talked to or resists being soothed or comforted.
- Does not pay attention or stay focused on an activity for as long as other children of the same age do.
- Avoids or rarely makes eye contact with others.
- Gets unusually frustrated when trying to do simple tasks that most children of the same age can do.
- Often acts out or appears to be very stubborn or aggressive.
- Acts extremely shy or withdrawn.
- Does not like being touched.
- Does not like having certain types of material or clothing next to body.
- Treats other children, animals or objects cruelly or destructively.
- Tends to break things a lot.
- Displays violent behaviour, such as tantrums, fighting, or hitting other children on a daily basis.
- Stares into space, rocks body, or talks too self-more often than other children of the same age.
- Often bangs head against an object, floor or wall.
- Does not recognize dangerous situations, such as walking in traffic or jumping from high places.
- Tends to be sick often, or complains of headaches or stomach aches.
- Has problems, sleeping, eating, or toileting.
- Is overly impulsive, active, or distractible.
- Does not respond to discipline as well as other children of the same age.
- Has difficulty putting thoughts, actions, and movements together.
- Does not seek approval from parent or caregiver.

After informally observing the child, or if a parent has come to the conclusion they think their child has special needs, they should contact the SENCO for the nursery. They will tell the parent how they think they can help the family, how they can monitor progress and how to actively move forward from this point. Decisions on how to support the child would be different for each child, as they all have different living circumstances and unique styles of learning. The final decisions would be made between the parents, SENCO and the manager of the nursery. The parents would need to fully agree to the changes in place, and agree to play an active role in helping their child progress and develop.

Teaching and Learning Part 1 – Practitioners and Practice

Teaching and learning is developed in the nursery, by having next steps planned for children each week. These next steps are determined on where the child currently is in their development, and how the key worker intends for them to progress. Activities will be planned for the children based on their abilities and ways of learning. The children at The Kinderhouse each have their own learning journal which encompasses all the work they have done during their time at nursery, including photographs and crafts they have made. This is a way of the practitioners and parents to watch each child progress from a baby, into a young child. Staff at the Kinderhouse use the EYFS to track children's development, assign next steps and plan for each child.

Each child at the Kinderhouse has their own keyworker. The role of keyworker is to nurture, develop and be the main caregiver for each of their key children. Each keyworker has specific roles which must be fulfilled. These include planning for their key children, assigning next steps for them and enriching

their learning journals. Each keyworker must track and monitor the development and progress of their key children, and maintain their role at all times.

The Kinderhouse can provide support a child by giving them a small, close-knit group to play and learn in. They will be working on a daily basis with the same, small group of friendly staff who will be able to give them nearly one- to- one encouragement. Children can be supported by having their activities carefully planned and to suit the individual child.

We can help parents support their child's learning by giving them their learning journal termly. They will receive their child's learning journal every four months and be able to see how their child has changed in the past term, what they have learned and what skills they have gained. They will also be able to see which areas require improvement, by looking at their child's development tracker. Every few months the parents will be invited to the Kinderhouse for a Parents Evening. This will be a one- to- one chat with the child's keyworker, where the parents will be able to ask any questions they need to. The keyworker can ask them if there is anything we can do to help the child learn, how they learn best at home and tell the parents how the child learns best at nursery. This parent liaison with staff can be really useful to help the children have a similar home/ nursery experience, and for them to feel at home at the Kinderhouse.

The parents can find out about this by reading our newsletter, and also by reading a letter which will be sent out purposefully about the parents evening. The kinderhouse have a number of notice boards and a newsletter which includes training for professionals and parents in the area. This is really helpful for staff and parents to reads, and there are posters for parenting classes and baby and toddler events displayed around the nursery.

Children at the Kinderhouse are able to express their views at any time, by having freedom to talk to other children and the small group of staff who they will familiar with. Children are encouraged to express their feelings and opinions through free play and also by chatting and talking to their keyworker. We use a number of interesting resources which allow children to express their views, including the interactive computer, puppet lead story packs, dolls and small world toys, flash cards, puzzle and regular circle time, whereupon children are given their own time to share opinions and information in front of a group.

Children are regularly involved in the planning of their activities, by being given a wide choice of resources. Staff ask the children where they would like to go on trips, what they would like to bake and what toys they would like to see in the nursery/ garden.

Children with SEN have their learning enriched by taking them into different environments, such as the park, the seaside and the woodland. Children with SEN are able to experience a number of sensory and therapeutic play activities by visiting the local sensory room, and by staff using different resources and techniques to create sensory activities within the nursery. Staff choose activities which they think the child will like and be comfortable in, but that will also enrich their development and help them learn new skills.

Teaching and Learning Part 2 - Provision & Resources

At the Kinderhouse we have a range of resources, which can be used to support staff to meet the needs of children with special educational needs. These include the interactive computer which has drawing software, where the children can change the colour of their pen and express their emotions and feelings through using art. We also have many craft resources ranging from tissue paper to pipe cleaners, and staff organise activities where children can get the full potential out of these resources. We have sensory bags and bottles, which can be used to calm a child or teach them about whatever is inside. We have many construction toys such as the big bark area in the garden, stickle bricks, mega blocks, Lego and train tracks which have can appeal to children with special educational needs, as they can combine objects and explore their colour.

If staff require a resource which we don't yet have, they can inform the manager who can purchase it. Staff can also purchase any resources they feel necessary, if they have checked with the manager they are appropriate.

We can work with other professionals by organising an appointment time for them to come into the setting, and meet with the child and their keyworker. This will help them to liaison with each other, and for the child to have a comfortable base with their keyworker if a stranger is present. This can also allow the professional to talk to the keyworker and child one- to- one, without any distractions or interruptions. The professional can also meet with the manager of the nursery, to discuss any issues, queries and how to progress from this point. Professionals coming into the kinderhouse could include: physiotherapists, technicians for special equipment, nurses, assessors, special educational needs workers in the local area and therapists/ councillors.

The Kinderhouse has accessed the local sensory room, the library and local health services in order to visit and treat children with special educational needs in the past.

All children are included in trips and activities outside the setting. For example, if we organised a trip to the zoo any child would be welcome to attend, and we would ensure there was access for wheelchairs and prams to make it fully accessible.

We involve parents in our trips and visits by ensuring each parent has given consent. We also get ideas from them on interesting places to visit, by talking to them and asking where they have been before. This is a good way of sharing ideas with the parents, and also making trips as interesting and exciting for the children as possible.

The Kinderhouse best prepares children for starting with us, by providing them and their parents with several 'settling in' sessions. These sessions are free and can be accessed by anyone who wishes to book them. At first the child can come and play with their parents, so they are comfortable and feel safe in a new environment. They can chat with the staff and other children, and get familiar with the rooms and toys to help them adjust. If the child feels comfortable, they can come again but this time their parent will leave them half way through the session. If this all goes well, the child can be left alone for the last session to help them see what it would be like at nursery, and to help their self- confidence. We make each child feel welcome by talking to them and getting to know them. Their future keyworker will sit and play with them to help them bond, and for the child to get used to having someone to use as a secure base.

It is always difficult for both the staff and children at the Kinderhouse, when they leave for

primary school for to go to another setting. We find this process healthy and a great stepping stone for the children, as they will broaden their horizons and progress into young people. We can best prepare children for this process by talking to them about where it is they are going next. We fully support the child by reassuring them and providing them with any comfort they need during the difficult leaving process. Children can settle in at their new setting, whilst still attending the Kinderhouse. This means they are becoming comfortable somewhere else, whilst still having us as a base. The Kinderhouse can liaise with other settings so we can send over any vital information or documents they need and, and also to tell them a little bit about the child and give them a background to work with. Parents are provided with the child's learning journal, which will have been signed off and fully completed by the end of their journey at the Kinderhouse.

Transitions

Staff Training

Staff have all had different training for them to help care for, and support child with special educational needs. This training includes first aid, safe guarding, food safety, NVQ level 3 and level 5. In the future staff at the Kinderhouse and the SEN for the setting, will have further more specific training. This will ensure we can connect with the children on a closer level and learn how we can help them develop. Staff will be able to learn more specific techniques and how to best prepare those children to learn and develop at the Kinderhouse.

The manager and deputy manager are currently undergoing their level 5 NVQ training, and an additional two members are completing their level 3. Four members of staff are already fully level 3 trained, and hope to progress further in the future.

We have had children with special educational needs attend the Kinderhouse in the past, and all staff have had experience with children with SEND previously.

Further Information