



SEN and Disability
Local Offer: Silverdawn Day Nursery

I confirm that our Local Offer has now been published on the Silverdawn Day Nursery website. The homepage is <http://www.silverdawndaynursery.co.uk/> The SEN report link is

The Local Offer is an explanation of how Silverdawn Day Nursery support children with Special Educational Needs/Disabilities and allow them to achieve their full potential.

Setting Name and Address	Silverdawn Day Nursery		Telephone Number	01772 679239
	23 Lytham Road Warton Preston Lancashire PR4 1AD		Website Address	info@silverdawndaynursery.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	x		As a setting we will support children with a range of special educational needs	
What age range of pupils does the setting cater for?	0-4			
Name and contact details of your setting SENCO	Miss Nicole Grimston (Nursery Manager and Deputy SENCO) Mrs Rebecca Bastian (Deputy Manager and SENCO) 01772 679239			

The Setting

Silverdawn Day Nursery is a full day care setting offering places for children from birth to 4 years. The nursery is open Monday-Friday 8am until 6pm for 51 weeks of the year closing on public or bank holidays. The nursery is structured with two individual buildings, providing a separate room for 0-22months and the main building offers places for 22months until they leave for school. Each room had continual access to outdoor provision, with all children being able to access the outdoor areas. All children have their own individual key person and are also in key groups; helping to plan and organise activities to support the children's learning and development.

The setting has an array of practitioners with additional responsibilities which include 3 named safeguarding officers, a Special Educational Needs Co-ordinator (SENCO), a Parental Involvement Co-ordinator (PICO), an Equalities Named Co-ordinator (ENCO) and a Behaviour Management Co-ordinator. The Manager of the setting is also the named SENCO, overseeing the day to day running of the setting and coordinating the staff to ensure all new information and changes are filtered to all the team; supporting and being available to other agencies. The SENCO provides support to all key

workers, in being able to first identify any specific needs a child may have. She will liaise with the Inclusion teacher and decide the best course of action, whether that is to call for a request for guidance or arrange a Common Assessment Framework (CAF) to be started for a child or family. Her role is to give support to children with additional needs, from access to the setting to carefully working alongside the key worker to make sure that Silverdawn offers the best it can when it comes to the child's care and learning. She keeps records and makes sure that the family has the best support and resources to help with the development of their child.

We also have a PICO who has the main focus of ensuring parent's are included and valued passing on any information, organising parent events and ensuring every parent is treated equally; supporting staff to develop this relationship with parents and support their child's development. Our ENCO ensures all individuals are given the same opportunities and respect which is shown to everyone in the setting, being aware of the resources and activities which reflect and integrate all regardless of culture, religion, sex, age or ability.

Our Safeguarding Officers who are trained to Level 2 are able to spot any early signs of need, neglect and abuse; where current legislation and practices are in place to safeguard the children at all times in the setting. The remaining staff are all trained to level 1 Safeguarding and are aware of the role of the nominated officers. The nursery holds a nominated Behaviour management co-ordinator, supporting staff and children to understand and manage behaviour.

Accessibility and Inclusion

The nursery setting is a purpose built building which is single storey, allowing wheelchair access from all entrances and exits with the exception of the kitchen and rear side door; with the setting also offering open plan environment to maximise the movement of each child.

The setting provides six parking places at the front of the setting within the security of the settings grounds, and an additional three parking spaces on the opposite side of the road to the building. The setting is positioned up a 'dead end' road which minimises passing traffic and increases the safety. The inclusion of under floor heating was installed during development of the setting, which has maximised the space and movement available to the children whilst reducing potential hazards. The setting has low level windows to enable children to see out whilst maximising the available natural light, with illuminated strip lighting throughout. There is an accessible toilet within the 0 – 22 months building, which has a separate toilet for adults. All internal doors, with the exception of the toilets, have fire proof wired glass at the top and all storage cupboards are solid and secured with universal locks.

On entry to the nursery it is welcoming and bright for all parents, children and visitors and with a hub of information and children's work. There is an opening window to the manager's office for any visitors to use. The information available includes our most current Ofsted report, practitioner pictures, community news and events such as at the local children's centre. Any information sent to us to display is only available in the format received, however we do try as far as practical to vary formats to include large print or Braille where possible. Families can request copies of our information in basic, large or electronic print. All of our settings policies and procedures are available to view via the Silverdawn App.

The 0 – 22 months room

All of the walls are painted pale in colour with a number of adult height display boards. The display boards and the woodwork are painted in a neutral colour to give a natural and calm effect. The floors are solid vinyl, with a small carpet area within the 0 – 22 months room, with the use of rugs and soft furnishings to differentiate the areas within the rooms for play and relaxation. The 0 – 22 months room has its own kitchen facilities with base units, sink and work top with the inclusion of a fridge for storing food / milk. All the other areas have free standing furniture so it can be moved and rearranged to make accessible areas. The baby room has two cots, with the inclusion of cushioning as a flop down area with various wipe able rocking chairs and pillows to create a comfortable restful area. The rest area also benefits from a curtain, which can be moved out of the way when not in use, to offer different lighting effects. The furniture in the room is low level with the use of wooden and plastic resources, also benefiting from double glass fronted doors which are used to access continuous outdoor provision, whilst creating additional natural light. The outdoor provision is a self-contained secure area solely for use from the 0 – 22 months room. It has a clear canopy covering, ensuring use in all seasons, with appropriate resources to include low level sand and water trays and a small garden area for planting. There are a number of prams stored within the outdoor area to enable the children going out for walks. At meal times, low level plastic chairs, tables and wipe able highchairs are available. Main meals are transferred from the main kitchen at meal times.

The Main Room

The main room is a large open plan room for both the 22 months – 3 year group and 3 – 4 year group. The office, main kitchen and bathrooms are also within the building. Each area is defined with height appropriate storage, with clear labels and pictures which are easily identified. The children enjoy varying resources, to challenge their different levels of development in a comfortable and spacious environment. Rugs and soft furnishings are used around the room to define the areas whilst providing comfort areas, these can also provide benefit to children and adults with hearing difficulties as they absorb noise creating less echo in the room. The room also benefits from two permanent screens which enable the rooms to be separate for smaller group activities or to separate the individual groups for

development appropriate activities.

Meal times are spent within the entire room, using two defined areas for the different age groups, with plastic wipe able tables and chairs. The 3 – 4 year group enjoy setting their own tables and getting their drinks ready, all of the children enjoy the opportunity to self-serve and have a choice at meal and snacks times. All the children have unlimited access to drink water at all times and full use of the bathroom facilities.

The Outdoor Area

The outdoor area consists of 5 areas, all connected to each other with enabling all of the children from each of the groups to mix with each other whilst being safe. The outdoor areas are even and accessible for children using walking frames or wheelchairs with the exception of one step into the decked area. However, this can be accessed via the outer gate by the allotment.

The outdoor area is accessible from two exits in the main room, one area has a clear canopy covering and has a gate on one side and low level fencing on the other making it secure. In this area the children access smaller group activities and the opportunity to play or relax in a quieter area whilst remaining outdoors. There is a tarmac area with a planting trough.

The larger outdoor area has tarmac areas with Astroturf to create detail. This area provides a great space for free play and sports activities; a music wall and a tractor tyre tunnel area which is central. A large planting area is available incorporating a social seating area for storytelling. A third outdoor area is accessible with a small step through a low level fence off the larger area. This area is fully decked with treated timber and provides a construction area with all natural materials.

A fourth outdoor area of a natural play area, which is off the decking area at the rear of the building. The flooring consists of a compact bark mulch and is all areas are accessible for wheelchair use with the exception of them sensory trail which is solely down to its narrow size. This area provides a space of exploration and imagination as it hosts dens, sand pits and a mud kitchen. This area includes a safe access point to our allotment, which is at the rear of the properties on Lytham Road.

Where possible and part of our access action plan we will always endeavour to make reasonable adjustments to meet the needs of all children in our care.

Identification and Early Intervention

At Silverdawn all children's progress is closely observed through the children having their own key person and learning journey with individual plans and close links to the current learning framework; through observations, pictures and tracking to notice the development and progress. Parents are fully involved with the progress and are kept up to date with what is being worked on, through day to day feedback and parent's evenings where any progress and concerns is discussed. Regular drop in clinics are offered for discussions out of nursery hours regarding various points.

Children are also checked within the 2 year progress check, which is discussed with parents regarding strengths and any concerns. If there is any developmental delay or concerns this is shared with parents and discussed what the next steps are to best support the child; as with any other development discussions regarding the children.

Within the nursery we provide provision mapping identifying ways which we can support children, where all children begin at wave 1, wave 2 if for additional support and catch-up in a specific area and wave 3

identifies those who require specialised input or intensive intervention. The provision mapping helps the nursery identify what we already have in place and see the areas which we need to make reasonable adjustments; providing the best care and learning for all those who attend Silverdawn.

For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. At this stage the settings provision mapping would come into place and we may look at putting the child on a Wave 2 individual plan. From here the practitioner would be able to look at what resources and what they themselves could offer in terms of differentiation to help the child catch up if needed.

For other children the next step may also include developing a targeted learning plan (TLP) where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.

Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

After this time it may be decided that a Common Assessment Framework (CAF) will need to be completed to involve all professionals working with the child. This will be completed in conjunction with the parent and SENCO. A Local CAF champion may become involved to make the process a relaxed and joint process, this would require parental consent. From here a child may receive Additional Inclusion Support (AIS) and an Early Years Panel will decide the best support needed in setting to help support the staff and child in their development.

During all these stages parents are at the forefront and no decisions are made without the parents' consent or knowledge; and other agencies are then able to be contacted following to permission from parents.

Teaching and Learning Part 1 – Practitioners and Practice

Silverdawn works within the framework of the Early Years Foundation Stage (EYFS). The setting is divided into 3 groups: Babies 0-2 years, Tweenies 2-3 Years and Tigers 3-4 Years. The environment is planned with the age and stage of development as appropriate for the group. Practitioners create individual plans for their key children using Development Matters and the Statutory guidelines for the EYFS.

Here at nursery all staff members are aware of the teaching and learning throughout the nursery day, establishing the ways which children learn and engage within the environment and with those around them; where the learning is underpinned across all the areas to support children through their learning. Children are challenged through daily learning activities where their interests are at the forefront of the nursery planning, to engross their interests into their learning. All areas of provision offer choice and are enhanced to provide further interest to the children and in line with the current topics. Staff members work together to enhance the areas but are also assigned one area as their own to take charge and

encourage the best potential is being used within the area.

Operating a key person system allows each child to have the security of connection to a specific staff member and have a strengthened knowledge of each child in their care. Observing the children and leading to monitoring and assessments helps to differentiate each activity to support the children with additional needs or gifted children. Children who begin nursery are given the opportunity to settle into nursery life, and a baseline is then complete after 4 weeks of starting nursery, where any areas of concern are identified. The key person ensures that their children are meeting expected to stages and challenging them if they are exceeding this. Approaches are put into place for the children to ensure all children are able to play involvement within the activities which are planned, and differentiated to meet the needs of all the children.

Teaching and Learning Part 2 - Provision & Resources

Each group identifies the individual ages and stages of the children with appropriate resources which are available for the children and staff to access to help support their stage of learning and supporting the children's needs. Each practitioner is able to work alongside the SENCO to fulfil a wider scale of planning and ensuring this is appropriate for the individual child.

There may be times where specialist resources and equipment are required to support the certain age group, and we undertake every effort to provide the relevant resources; from support services, children's centre, loan services or using additional Educational Need funding to allow us to purchase the relevant equipment to support. Communication with parents, families and other professionals helps understand the correct resources which are required for the children to help support their developmental needs.

Reasonable adjustments are made at nursery to responsibly and accommodate to meet the individuals of all children, whether this be with additional staff or extra resources. We work with external agencies and the Inclusion Support teacher to help assist the experiences of adapting learning methods to support the children who require additional support. We work with specialist services to ensure staff are appropriately trained and qualified to meet individual children's needs, especially when children require additional support further training may be required. The SENCO and Deputy SENCO have accessed further additional training and will continue to access any relevant training needed.

Our setting enjoys to visit other locations on trips and outings away from the nursery, permission is to be given by parents on the enrolment form but also additional slip to specify the trip we are attending. Risk assessments are carried out for the location we are visiting and if additional changes are need to be made before the trip or on the day these are dealt with. The places we visit are all appropriate for the children who are in our care being fully accessible.

Reviews

Daily feedback is given through daily diaries and verbal communication, however children's individual learning journeys are completed by the child's key person and parent's evenings are held; giving parents the opportunity to look through the file, asking any questions they may have. The child's key person is able to provide a summary of the child's learning and ideas the child's next steps.

Drop in clinics are available to parents to come into nursery after nursery operating hours to ask any questions they may have where the manager will stay behind and parents may request for the key person to stay to have a discussion about their child's development; or any other queries they may have. During the transition period from each group meetings are held between the current key person, the new key person and the parent/carers.

Parents/carers are always invited to be included in their children's learning through newsletters, home links, weekend books and WOW moment slips. We pride ourselves on the partnership we have with parents sharing the nursery experiences and the home experiences. Parents are invited to stay and play sessions where they are able to be involved with the children's play and learning during the nursery day; also leading to parents workshops which are held for the parents to attend nursery out of hours and develop an understanding of the activities and purpose.

Transitions

On enrolment to the nursery children and their families are welcomed to come in and have a play session, getting to know the nursery and their new key person; giving the parents/carers the opportunity to explain about any likes/dislikes, things they enjoy to do, who they live with etc. Parents are encouraged to stagger the play sessions, leaving the child for a small amount of time to ensure the child understands that their parent/carer is leaving but will be coming back.

During moving into the next groups of the nursery we work together as a team between the groups to share information and ensure the transition to their new group is simple and effective. If children have attended another setting before starting at Silverdawn the parent/carers may bring their previous learning journey for their new key person to look at.

Children's development is monitored and observed from entry to Silverdawn and this would begin with the baseline assessment where observations are gathered through play sessions, communication with parents/carers and previous setting if necessary. Children are involved with a 2 year check which is completed here at nursery and also with the health visitor; and if there are any areas of concern these are quickly identified to provide further support when needed. To assist us with our planning all children have a tracking document called Development Matters where a judgement is completed at the required developmental stage.

Children have access to their own learning journeys and we encourage parents to share the learning with their child. We have positive connections with the schools in the local area, watching them for performances, and invite schools to visit Silverdawn and the children that will be attending their school; which often evidences with the children feeling comfortable and confident as they are in their own setting. Inviting the teacher in also allows the teacher time to look through the child's file and discuss anything they may want to and ask any questions to help assist with the transition to school.

Staff Training

Practitioners who currently work at the nursery are Level 3 qualified, we have two members of staff Level 2 qualified and are working towards their level 3 and have a few months until completion. The nursery manager is level 6 qualified.

There are 3 members of staff who are safeguarding officers at level 2, and all other members of staff have safeguarding level 1 and CAF training and awareness. All staff also have paediatric first aid.

There are also further training of completed courses which some staff have completed or we are working towards including; Managing Behaviour, ICAN Early Talk Boost, Children Looked after, Equality in the Early Years and Prevent Duty.

We encourage staff to attend training to meet the needs of children in our care, including focused training for specific Special Educational Needs and Disability training and many other training.

Further Information

For Further Information and to discuss any question you may have the Manager/SENCO can be contacted on 01772 679239 or via email to info@silverdawnnursery.co.uk or to nicolesilverdawn@aol.co.uk

If any parents are unhappy they can talk to the setting manager or deputy manager. As a setting we have a complaints procedure that we follow, this is available to parents within the setting.

Parents can phone the setting at any time to ask about their child's day, and their child's key worker can be requested.

For all other information regarding parental discussions and their child's development, please see the above information.