



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Little Angels Nursery**

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO and the following link to the Local Authority's Local Offer:

www.lancashire.gov.uk/SEND

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Little Angels Nursery		Telephone Number	01772884050
	78-81 Moor Park Ave Preston PR1 6AS		Website Address	www.littleangelspreston.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:	
	NO			
What age range of pupils does the set cater for?	3 months to School Leavers			

Name and contact details of your setting SENCO	Tracy Simmons 01772884050 info@littleangelspreston.co.uk
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We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Tracy Simmons: Deputy Manager & SENCO Tracy Winter: Manager		
Contact telephone number	01772884050	Email	info@littleangelspreston.co.uk

Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	www.littleangelspreston.co.uk		
Name	Tracy Simmons	Date	01.09.14

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

What the setting provides

- Little Angels is a private day nursery set in a beautiful Victorian building overlooking Moor Park in Preston Lancashire. We are registered to provide childcare for a maximum of 74 children per session. We are registered to provide free nursery education places for eligible two, three and four year old children. The nursery is open 52 weeks per year between the hours of 07.30 to 18.00 five days per week. The nursery is closed all bank holidays. The manager has been at the nursery since it opened in 2002. The current owners took over in 2007; they are very much hands on with the business on a daily basis.
- The Baby Unit is housed on the ground floor of the extension, it accommodates up to 9 children less than two years of age, and this unit is called the Jelly Babies. The Tiny Tots unit is situated next to the Baby Unit on the ground floor. This unit has been mainly funded by Lancashire County Council, to provide up to 20 places per session for funded 2-year-old children.
- The Jelly Tots room is situated on the first floor of the main house accessed by the main staircase, up to 17 children are accommodated aged 2 to 3 years. The Jelly Bean Pre-School is situated on the ground floor and can accommodate 28 children who are over three. The second floor is used for storage and staff facilities. There are currently 58 children on roll aged between 9 months to 4 years.
- The children have access to three secure outdoor play areas within the perimeter of the grounds. There is a barked, a grassed and two soft surface areas of which one has a canopy, providing access to the outdoors all year round. We have recently enhanced the grassed area with decking. This has provided access to the outdoors for the youngest of our children in the baby unit.
- There are 15 staff of which 13 have a childcare qualification: The manager has a level 3 in first line management and has an Early Years Foundation Degree, the deputy manager who was appointed in November 2013 has a degree in Education and EYP status. Two other members of staff have a degree in Education (1 with QTS) and one practitioner has completed an Early Years Foundation Degree. The 7 remaining qualified staff are all level three. We employ one member of support staff that has no qualifications in childcare. The proprietor has a level three qualification and she is the nursery cook. We have recently employed an apprentice, who is based in our Pre-School and is working towards her level 2.

What the setting provides

- The nursery has 3 entrances, the main entrance consists of 2 steps to enter the building, and the 2 doors leading in to the building are wide enough to assist a wheelchair. If and when needed, portable ramps will be used to support the wheelchairs entering the building.
- The 2nd entrance leads to the Tiny Tots unit, this entrance is fully accessible for wheelchairs to enter the room. The 3rd entrance leads into the Jelly Babies unit, there is one step to enter the mini hallway and the doors are narrow. The outside of the building is fully accessible for prams and wheelchairs,
- The nursery is situated just off Moor Park Ave where cars may be parked at the owners' own risk. Unfortunately we do not have specific car park facility, parking is usually available on the street for drop offs and picking up.
- Inside the building, we have the ground floor and the first floor. The first floor which houses the Jelly Tots is not accessible to wheelchair users due to the staircase, however there is the option of units changing rooms if needed. Accessibility into the toilet facilities is something the setting is looking at improving.
- In the main hallway we have many display and notice boards for parents/carers to read and get information from.
- Both Jelly beans and Jelly tots have a notice board in the main hallway which is used to display weekly planning and also invites parents/carers to communicate via post-its about their child's interests. Jelly babies and Tiny tots have notice boards inside their rooms which are accessible to parents/carers at all times.
- Policies and procedures are always available for parents/carers to read on request. We can accommodate families who require different fonts, Braille, audio information and other languages.
- At Little Angels currently we have many families whose first language is not English. We have staff that are bilingual in Gujarati, Urdu and Polish. We communicate as best we can with other languages by using translation apps and by learning simple words ourselves. We have parents/carers who have little English, so we ask them to write words and phrases that we may need on a daily basis to help us communicate with their child.

- All provision in all rooms is accessible to all children. Toys and resources are kept at the child's level and are age appropriate, we do have flexibility in some resources, and they can be moved around and used by different rooms depending on individual child needs.
- The Jelly babies room layout, consist of the 4 areas of continuous provision, Exploratory, Investigation, Comfortable and Large physical for outdoors. They have a section of the room, which is used for quiet activities and sleeps; they have floor beds and two cots. They have a separate area with a hard floor for meal times, messy play and tabletop activities. Most of the room is carpeted and resources are set up on the floor for children to access. The Jelly babies have a purpose build nappy changing area, which is situated, next to the room separated by a safety gate.
- This room is followed by the Tiny tots room and the shared kitchen for both units. The Tiny tots room is laid out with all areas of continuous provision, they have hard and carpeted areas for different activities. They have their own toilet and nappy changing facilities.
- The Jelly Beans room consists of 3 big rooms: Yellow room, Blue room and Green room. All 3 rooms hold areas of continuous provision, 2 rooms have carpeted flooring and the middle has hard flooring for messy activities and meal times. All areas of continuous provision are available in this room, including 2 low level computers. Jelly Beans have their own toilet facility, with 3 low level toilets, 3 low level sinks and a nappy changing unit. This room caters for all children; we have visual timetables, pictures and words on resources in the room and bathroom.
- The Jelly Tots room is situated upstairs; there are 2 safety gates one at the bottom of the stairs and one at the top. The Jelly Tots room consists of an 'L' shape room, 1 part of the room is carpeted whilst the other is hard floored. The Jelly Tots have access to their own toilet facility, which is down the corridor from the room. There are 3 toilets, 3 sinks and a nappy changing mat is always on hand for children who may still be in a nappy. This unit has many words and visuals to support children in identifying provision and resources.

What the setting provides:

- To support practitioners and parents to identify individual needs, the Manager and Deputy (who is also the SENCO) are always on hand to offer advice and support.
- All children's development is tracked every term, so if a key person has concerns where a child is not at a typical age band, observed behaviour which does not seem of a 'typical' age, or have visible concerns that may affect the child's general development, the SENCO will be approached, strategies are arranged and targeted learning plans may be put into place to offer a differentiated curriculum.
- If a parent feels their child needs extra support or may have some sort of learning difficulty, they are advised to talk to their child's key person or the SENCO who will follow procedure and offer the best advice and arrange for extra help if needed.
- Our planning process invites all practitioners to regularly observe children; this is so practitioners can identify children who may need extra help or support early. Assessments are carried out every term, which gives practitioners an opportunity to keep track of how children are developing within the curriculum, these are shared with parents, and so if they have any concerns they are able to work with key persons to support the child.
- When children turn two, the 2-year progress check is carried out to help early intervention and multi-agency work; these can be shared with health visitors and are written with parents. The progress check is done by the key person who will share them with parents and talk through any concerns that they may have.
- Each child has a learning journal, which is to support staff, parents and children to view their learning and offer support where needed. If a child is identified as having additional needs, a meeting will be held with the parents to discuss the concerns. The child will be placed on the SEN Code of practice, and the SENCO will then liaise and work with other agencies to support the child and family.
- If we feel that we need help to support the child or their family the SENCO will offer parents the opportunity to request guidance from the settings inclusion teacher. The teacher will make initial visits to observe the child and talk with parents and key persons about strategies and targets that may help the child. The Inclusion teacher and SENCO will also arrange support from other agencies who may be able to support the child.
- Any decisions that are made regarding the child's development will be made with the parents, alongside any agencies that work with them. If there are a number of agencies working with the child, it may be necessary to fill out a Common Assessment Framework with the family; this identifies the needs and requirements that all agencies will be working towards.
- Following this all agencies will be required to attend regular Team around the Family meetings to discuss progress, review targets and identify further support that may be needed. The child's Key person or the SENCO will take the role to attend and liaise on behalf of the nursery.

What the setting provides

- At Little Angels we plan the learning environment to support children's play and exploration in and out of doors. We provide a stimulating environment both indoors and out that reflect the current interest of the children as well as their learning and developmental needs.
- To encourage learning through exploration, we provide developmentally appropriate open-ended resources that promote creative and critical thinking. Continuous provision reflects the interest and needs of each child and is carefully planned for.
- The children's level of emotional well being and involvement is used to guide our practice and planning. We set a warm, safe, stimulating and emotional environment for the children where they are free to reach their potential.
- The practitioners have high expectations for the children and form trusting secure relationships with them.
- We provide a balance of adult- led and child-led activities that help children to think critically, play, explore, to be active and creative learners.
- We promote and develop each child's learning and development through careful assessment of observations and shared information with parents. We have recently implemented revised tracking and assessment documents and procedures that allow us to better assess formatively and summatively. The tracking systems support us in tracking each child's progress and feeds into the planning of both adult led and child initiated activities.
- We have implemented transition documents that include the characteristics of effective learning allowing us to share holistic details about the child. We plan activities according to the children's interests and developmental needs. We support and extend their learning by asking open-ended questions, and engaging in sustained shared thinking with the children. We help the children make connections in their learning and ensure they have opportunities to fully engage, and re visit their play.
- We build strong relationships with key groups of children. This is reflected in the child's confidence to have a go and the willingness to take on new challenges. Little Angels have high expectations for children enthuse and motivate them. We convey our high expectations to the children through our interactions with them by encouraging independence, and challenging them.
- We use the child's individual interest to spark their enthusiasm to learn. Our practitioners understand the importance of role modelling positive behaviours. We encourage and support all children to have a positive disposition to learn and achieve in all the areas of the Early Years Foundation Stage learning and development.
- We establish what each child knows and what they can do when they first start and whether this is in line with the expectations for their age. We believe working with parents is integral to establish starting points for children. This is achieved through discussions and completing 'All About Me' packs on induction with parents.
- The child's Key person works closely with each child and carries out spontaneous observations. Practitioners then compare these observations to the development matters statements to establish if children are in line with the expectation for their age, and to identify and plan for future learning. All children between 24 and 36 months have a two-year progress check, which is completed by their Key person in the three prime areas. Once children have settled, their Key person completes a base line assessment. These tracking documents are completed on an on-going basis and then a summative assessment is completed at the end of each term. Each child has their own learning journey, which documents their learning and development throughout their time with us.

What the setting provides:

- All Key Persons will be aware of children's individual needs, we ask advice from outside agencies, from parents and other professionals who help us determine what resources are best for children with additional needs.
- Resources can either be made, such as visual timetables or Now-Next-Later boards or they can be bought using the AEN money we receive. Senior members of staff will discuss the child's needs with the SENCO who will then approach the proprietors in purchasing the required resources.
- Specific resources are obtained to support targeted work on communication and interaction in small groups
- Space has been identified in the rooms for opportunities to calm down for children who require this.
- We use of specific resources to support TLP's after discussion with relevant professionals.
- We are flexible in the way we use the whole environment to allow for adaptations where advised.
- Adapted areas for specific individuals such as a work station or respite area can be arranged.
- We provide resources on a flexible basis to support the needs of all children in all our rooms
- When additional staff are needed, the manager will delegate roles and use the nursery's bank staff in order to support rooms or provide time for one-to-one work with a child with SEN.
- Staff are given the time to attend meetings, to meet with professionals and with parents.
- We are registered with a Children Centre who supports us to provide children and their families with the suitable care and involve professionals who can support them.
- When visiting places or arranging for a trip, we discuss the children's need with the parents, we offer parents the opportunity to come with the child in order for them to receive the best outcome.
- Depending on the child's individual needs, arrangements and adjustments will be discussed prior to starting, to ensure a smooth transition.
- We will arrange meetings with parents to gain their input on how to plan visit, trips and activities.

What the setting provides:

- Parents are always invited to arrange meetings with their Child's key person if they have concerns or would like to talk about the progress their child is making.
- Each child's learning journal is regularly shared with parents and sent home for them to see and understand the process and the learning that takes place.
- During drop off and pick up times, the key person or a member of the staff from the same room will have a brief talk about the child's day with parents/carers.
- The EYFS co-ordinator works closely with all the staff, ensuring that each child's needs are met and will offer support where needed. This means she is able to keep track of children's progress and ensure all are being planned for.
- During the year we have two parent's nights. This gives parents the opportunity to come and talk to the Key person and discuss progress, targets, interests, concerns and look through the learning journals. We believe Parents are the most knowledgeable source of information about their child.
- In Jelly Babies, daily sheets are filled out where staff to inform parents of basic things regarding the routine like eating, sleeping, milk and nappies.

What the setting provides

- We have an open door policy, which gives parents the opportunity to visit and look round the nursery any time of the day apart from meal times.
- Parents will be given an enrolment form and prospectus and will be asked to fill it in and bring it back if they require a place for their child. The form will be processed by the manager who will check if the sessions required are available; the parents will then be contacted to make arrangements for visits in the room, for them to meet the staff and to support the child in getting to know their new environment. They will also meet their key person who will be their first point of contact. Generally a child will have 2/3 visits, usually at the times their child's sessions are. The first one will be with the parents in the room, engaging them, introducing the child to their key person and developing a safe atmosphere for the child, at this point the key person may also speak to the parents about fees, individual needs, and start dates. Depending on how the child is, the next visit will be with parents leaving the room after explaining to the child they will be back and sitting in our parent's room.
- After this more visits will be arranged if needed or the child will start at the arranged start date. This process has been arranged so that parents and the child feel comfortable in the new environment, we value parents as the most knowledgeable source of information about their child. All parents are given information about the curriculum, about the room their child will be in and will have the opportunity to discuss any matters with a member of staff.
- If a child were to leave our setting and join a new one, we would work closely with the parents to help to make the transition as easy as possible. The key person will contact the new nursery with permission from parents and discuss general progress of their child, strategies and targets. If the child is on the SEN code of practice and has been working with Targeted learning plans, a report called the 'SEN Transition report' will be sent to the new nursery to support the transition and make them aware of any individual needs.
- When the Preschoolers start school, the staff usually provides props and resources for children to explore school life such as uniforms, lunch bags, school shoes, stories about school. The key person and parents will also fill an 'Early Years Transition report' which will be sent to the school, this identifies where the child is at in the EYFS and basic information regarding the child.
- We also welcome schools to come and visit the child in the setting and meet with the key person. For children with SEN, the new setting/school may be invited to attend meetings with the key person/SENCO, inclusion teacher and parents to inform them about the support that has been in place.

What the setting provides

- There are 15 staff of which 13 have a childcare qualification: The manager has a level 3 in first line management and has an Early Years Foundation Degree, the deputy manager who was appointed in November 2013 has a degree in Education and EYP status. Two other members of staff have a degree in Education (1 with QTS) and one practitioner has completed an Early Years Foundation Degree. The 7 remaining qualified staff are all level three. We employ one member of support staff that has no qualifications in childcare. The proprietor has a level three qualification and she is the nursery cook. We have recently employed an apprentice, who is based in our Pre-School and is working towards her level 2.
- The SENCO has accessed the SEN – Disability update training and the manager has recently been on training sessions for Provision Mapping. The management team have also been on the training for Meeting the Needs of Vulnerable Two year olds. Two staff from our Baby Unit have been on the training for Quality Provision for Under Two's and Outdoors for Under Two's. Most of our staff have completed the on line CAF/CON training.
- Staff are encouraged to develop professionally and are expected to obtain current child protection level 1 and level 2 for management and food hygiene certificates. There are five practitioners with First Aid qualifications.
- The Workforce and Development training brochure is available for staff to read and identify any training needs, as well as discussions which take place on induction and at staff supervisions.
- All senior members of staff are familiar with children with complex additional needs, we have had children with autism and behavioural concerns and staff were given in house training on the process of learning that takes place, the documentation and how to identify needs early. Whilst working with these children, the inclusion teacher has provided staff with the confidence to work with children with complex needs, many of our staff are aware of strategies and possible targets that could be put into place.

Further Information**What the setting provides**

- For further information, the SENCO (also the Deputy Manager) and the Manager are always available. The child's key person, or any senior members of staff will be happy to support parents. If Parents are unhappy or would like to raise any concerns regarding their child's welfare, we urge them to contact the manager or Deputy as soon as they can, we will work together to work through the concerns and contact the relevant authorities.
- We have an open door policy, parents/carers are welcome to visit us anytime, we do ask for you to avoid meal times. Parents are always welcome to talk to key members of staff during drop off/pick off times.
- We arrange for parents to meet with specific staff. We do ask for arrangements to be made in advance so appropriate cover can be arranged. Staff can be contacted by telephone, email, or a message can be left and it will be passed on to the relevant staff member.

