



**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](http://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.SENReforms@lancashire.gov.uk](mailto:IDSS.SENReforms@lancashire.gov.uk) When saving your local offer please use the following format:

<b>Setting Name and Address</b>	Little Angels Nursery 78-81 Moor Park Ave Preston PR1 6AS		<b>Telephone Number</b>	01772884050
			<b>Website Address</b>	<a href="http://www.littleangelspreston.co.uk">www.littleangelspreston.co.uk</a>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	NO			
<b>What age range of pupils does the set cater for?</b>	3 months to School Leavers			

<b>Name and contact details of your setting SENCO's</b>	Tracy Winter / Rebecca Sanderson 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).

<b>Name of Person/Job Title</b>	Tracy Winter: Manager & SENCO Rebecca Sanderson: Deputy Manager & SENCO		
<b>Contact telephone number</b>	01772-884050	<b>Email</b>	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.

<b>Please give the URL for the direct link to your Local Offer</b>	www.littleangelspreston.co.uk		
<b>Name</b>	Rebecca Sanderson	<b>Date</b>	09.08.18

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto: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. The nursery is registered to provide childcare for a maximum of 74 children per session, providing early education places for eligible 2, 3 and 4-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 on 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 involved with the business daily.
- The Baby Unit is housed on the ground floor of the extension. This unit is called the Jelly Babies and it accommodates up to 9 children less than 2 years of age.
- The Tiny Tots unit is situated next to the Baby Unit on the ground floor. This unit can provide up to 20 places for children 2-3 years of age.
- The Jelly Tots room is situated on the first floor of the main house and accessed by the main staircase. This unit can accommodate up to 17 children, aged 2 to 3 years.
- The Jelly Bean Pre-School is situated on the ground floor and can accommodate 28 children who are over the age of 3.
- The second floor is used for storage and staff facilities. There are currently 71 children on roll aged between 9 months to 4 years.
- The children have access to two secure outdoor play areas within the perimeter of the grounds. There is a barked, grassed and two soft surface areas, one of which has a canopy, providing access to the outdoors all year round. There is also a decked area, providing access to the outdoors for the youngest of our children in the baby unit.
- There are 16 staff. 14 members of staff have a childcare qualification: The manager has a level 3 in first line management and has an Early Years Foundation Degree. The deputy manager was appointed in October 2017 and is also one of the proprietors who has an Early Years Foundation Degree. We have 2 members of staff with a Degree in Early Years and 1 member of staff who is currently studying to gain her Degree in Early Years, she is level 5. The nursery has 7 members of staff, which are level 3 qualified and 2 members of staff who are level two qualified. 2 employees, who are supporting staff have no childcare qualifications. 1 of the proprietors has a level 3 qualification and she is the nursery cook.

### What the setting provides

- The nursery has 3 entrances, the main entrance consists of 2 steps to enter the building, and 2 doors that are wide enough to accommodate a wheelchair. Portable ramps will be used to support a wheelchair entering the building, when needed.
- The 2nd entrance leads to the Tiny Tots unit; this entrance is fully accessible for a wheelchair to enter the room. The 3rd entrance leads into the Jelly Babies unit, there is one step to enter the mini hallway which then has a narrow door leading into the main room. The outside of the building is fully accessible for prams and wheelchairs.
- The nursery is situated on Moor Park Avenue where cars may park at owners' risk. Unfortunately, we do not have a specific car park facility, parking is usually available on the street to drop-off children and to collect.
- The main hallway displays has many notice boards for parents/carers to read and gain information from.
- All rooms have notice boards inside, which are used to display weekly planning. Parents/carers are invited to communicate about their child's development/ interests with their child's key person, to input their child's future next steps in learning.
- Policies and procedures are always available for parents/carers to read on request. These are available in different fonts, audio information and other languages on request.
- Little Angels has many children/families whose first language is not English. We are fortunate to have staff who are bilingual in Gujarati and Urdu. We communicate to the best of our abilities by using translation apps and by learning simple words of other languages ourselves.
- All provisions are accessible for all children. Toys and resources are kept at the child's level, which are age appropriate. Some resources can be moved around and used by different rooms, depending on individual and their child needs.
- The Jelly Baby room layout consist of 4 areas of continuous provision, Exploratory, Investigation, Comfortable and Large physical for outdoors. There is a section in the room, which is used for quiet activities and sleeps with a sofa bed and 2 cots. There is also a separate area with a hard floor used for meal times, messy play, sand and table top activities. Most of the room is carpeted and resources are set up on the floor for children to access. The Jelly Baby room has a nappy changing area, which is situated just outside of the room and has 2 low level toilets and sinks that are used by the Tiny tot's children.

- The shared kitchen for both units is situated next to the Jelly baby room it has a hatch which allows food and bottles to be passed through into the baby room. A corridor separates the Jelly baby room and the Tiny Tot room.
- The Tiny Tot's room is arranged with all areas of continuous provision. There is a hard floor and a carpeted area for different activities. There is a nappy changing area which has a low-level sink and is separated from the main room by a baby gate. The Tiny Tot room also has the use of the toilets situated in the Jelly Baby nappy changing area.
- The Jelly Bean room consists of 3 big rooms. All rooms have areas of continuous provision. 2 rooms have a carpeted floor and the middle room has hard flooring for messy activities such as paint, sand, water and malleable activities and meal times. All areas of continuous provision are available in this room, including 2 low level computers. The Jelly Bean room has their own toilet facility, with 3 low level toilets, sinks and a nappy changing unit.
- The Jelly Tots room is situated upstairs. There are 2 safety gates 1 at the bottom of the stairs and 1 at the top. The Jelly Tots room is 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, sinks and a nappy changing unit.

### What the setting provides:

- To support practitioners and parents identifying individual needs, the Manager and Deputy (who are also the SENCO's) are always available to offer advice and support.

If a parent felt their child needed extra support, they are advised to talk to their child's key person or the SENCO's. They would offer advice and arrange for extra help if needed. 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's learning and development is evaluated (tracked) each term by their key person, this can identify any gaps in learning or development, which is then shared with the setting's SENCO's. Concerns such as the child is not in a typical age band or observed behaviour which does not seem of a 'typical' age, or visible concerns that may affect the child's general development. The SENCO's will work with the child's key person to put targets/strategies in place on a targeted learning plans (TLP's) to offer a differentiated curriculum.
- If a child is identified as needing more support, a meeting will be held with the parents to discuss the concerns. If the setting can meet the child's needs by providing extra support, the child will be placed on the SEND Code of practice at wave 2. If the setting requires further help to support the child or their family the SENCO's will offer parents, the opportunity to request guidance from a local authority specialist teacher. The teacher will make initial visits to observe the child and talk with parents and the key person about strategies and targets to support the child. The specialist teacher and SENCO's will also arrange support from other agencies who may be able to offer further support. The child is then placed on the SEND Code of practice at wave 3.
- 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 ongoing basis and then a summative assessment is completed at the end of each term. Each child has their own learning journey file, which documents their learning and development throughout their time with us.
- Any decisions that are made regarding the child's development will be made with the parents and alongside any agencies that are involved with the child. If there are several agencies working with the child, it may be necessary to fill out a Common Assessment Framework with the family (CAF); this identifies the needs and requirements that all agencies will be working towards.
- Agencies will be required to attend regular Team around the Family (TAF) meetings to discuss progress and review targets to identify further support that may be needed. The child's Key person or 1 of the SENCO's will take the role to attend and liaise on behalf of the nursery. They may also be the lead professional, who co-ordinates the TAF meetings.

### What the setting provides

- At Little Angels we plan the learning environments to support children's play and exploration, that reflects the current interest of the children as well as their learning and developmental needs. We provide a warm, safe, stimulating and emotional environment for the children where they can reach their potential.
- The children's level of emotional wellbeing and involvement is used to guide our practice and planning.
- 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 encourages children to think critically, play, explore, be active and creative learners.
- We promote and develop each child's learning and development through careful assessment, using observations which are shared with parents. We have recently implemented a new way of documenting a child's learning, allowing us to record their learning, characteristics of effective learning, wellbeing and involvement more effectively.
- We have implemented transition documents that include the characteristics of effective learning and holistic details about the child. We plan activities according for the child's interests and developmental needs. Support is provided to 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, which enables them to 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 have the willingness to take on new challenges. Little Angels has high expectations for children and enthuse and motivate them. This is conveyed by having high expectations for children, through our interactions and by encouraging independence and challenging them.
- The 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.

### **What the setting provides:**

- Before children start at Little Angels, we discuss their individual needs, arrangements and adjustments will be discussed prior to starting with the parents, to ensure a smooth transition.
- 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 practitioners will discuss the child's needs with one of the SENCO's who will then approach the proprietors in purchasing the required resources.
- Specific resources are obtained to support targeted work (TLP's)
- The environment is adaptable for any required changes.
- Adapted areas for specific individuals such as quiet areas can be arranged.
- Resources are provided on a flexible basis to support the needs of all children.
- When additional practitioners are needed, the manager will delegate roles and use the nursery bank staff to support rooms or provide time for one-to-one work with a child with SEND.
- Staff are given time to attend meetings, to meet with professionals and with parents.
- The local Children Centre supports us to provide children and their families with suitable care and involve professionals who can support them.
- When organising outings, we discuss the child's needs and the support needed with parents.
- Parents are given the opportunity to come and support their child on outings.

### **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 journey is regularly shared with parents and sent home for them to see the progress of their child.
- 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 manager and deputy manager work closely with all the staff, ensuring that each child's needs are met and supported where needed.
- 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 journeys.
- In the Jelly Baby unit, daily sheets are filled out to inform parents of basic things regarding the routine like eating, sleeping, milk and nappies. A weekly book is sent home with pictures and information about the activities the children have carried out throughout the week, and parents are encouraged to write in the book about what their child has been doing at home.

### What the setting provides:

- We have an open-door policy, which gives parents the opportunity to visit and look round the nursery at most times 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, 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 the parents will be invited to sit 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 their new environment.
- We value parents as the most knowledgeable source of information about their child. All parents are given information about the Early Years Foundation Stage and a welcome pack with key information about the nursery and the room which their child will be in.
- If a child was 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 a targeted learning plan (TLP's), a report called the 'SEN Transition report' will be sent to the new nursery to support the transition and make them aware of any additional/individual needs.
- In the term before the Pre-schoolers are due to start school, the staff usually provide 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 in their development.
- We also welcome schools to come and visit the child in the setting and meet with the key person. The new setting/school may be invited to attend meetings with the key person, SENCO, specialist teacher and parents to inform them about the support/strategies that has been in place.

### What the setting provides:

- Both SENCO's have accessed online training – both manager and deputy have attended SEN workshops provided by the local authority. Two staff from our Baby Unit have completed an understanding babies course through our online training provider Noodle Now. All our practitioners have completed the on-line CAF/CON training.
- Practitioners 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 12 practitioners with First Aid qualifications.
- For all practitioners to continuously develop professionally the proprietors have provided an online training provider which allows them access to a range of different training courses.
- The Lancashire County Council Workforce and Development training brochure is available for practitioners to read and identify any training needs, as well as discussions which take place on induction and at staff supervisions/appraisals.
- Most practitioners are familiar with children who have special educational needs/disabilities such as; speech and language, global developmental delay, hearing impaired, autistic, behaviour concerns and diabetes.

**What the setting provides:**

- For further information, SENCO's are always available.
- A child's key person, or any senior members of staff will be happy to support parents.
- We have an open-door policy for parents/carers to visit the nursery, but not at meal times.
- Parents are always welcome to talk to key members of staff during drop off/collection times.
- We arrange for parents to meet with specific staff. We do ask for arrangements to be made in advance, so 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 person.