



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Grunty's Day Care**

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.

Setting Name and Address	Grunty's Day Care		Telephone	01253 300455
	Newton Hall Holiday Centre		Number	
	Staining Road		Website	www.gruntys.net
	Blackpool		Address	
	FY3 0AX			
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No		If yes, please give details:	
What age range of pupils does the setting cater for?	3 months-5 years			
Name and contact details of your setting SENCO	Sally Manning E-Mail- sally.manning@gruntys.net			

The Setting

- What type of setting is it?
What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?
How many children are you registered to take in which age groups? How are the age groups organised?
Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

Grunty's Day Care is a full day care setting. Places are available for children from the age of 0-5 years. The setting is open Monday-Friday 7.30am-6.30pm 51 weeks of the year and is closed bank holidays. The setting is registered to take 12 children under 2 years, 24 children 2-3 years and 52 children aged 3-4 years.

The setting is organised into groups by age. The Daisy room is for children under 2 years, Daffodil room is for children aged 2-3 years and Sunflower room is for children aged 3-4 years. Each room has a room leader who is responsible for the day to running of the room, they lead and support the practitioners in their room to provide a caring and stimulating environment for the children in their care.

In addition to the room leaders the setting also has practitioners with additional responsibilities these include a SENCO, named person with responsibility for supporting behaviour, a named person with responsibility for Equality, two nominated safeguarding officers and named person with responsibility for Children Looked After.

There is a manager and deputy who between them support the room leaders. They monitor the quality of the provision on offer within the nursery and also the developmental progress of all children. The deputy supports the manager in the management of the business aspect of the setting. The nursery manager has overall responsibility for the setting.

Accessibility and Inclusion

- How accessible is the setting environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How is the room organised, how can it be changed to meet the needs of children with SEND? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

What the setting provides

The Building

The setting is situated on Newton Hall Holiday Centre in Blackpool and is a two storey building. The building is wheelchair accessible from all entrances/exits. There are three specific nursery parking spaces outside the main entrance but other parking spaces are also available. The building is accessed via a coded front door and then a bio-metric fingerprint reader on the internal door. These doors are accessible and wider than a standard door.

In addition to the children's toilet facilities we also have 1 accessible toilet in the building. This is an adult facility but can be used for children if required. We also have an accessible changing unit.

The reception/porch is available as a storage area for prams and car seats if required space would be available for specialist equipment. Hand rails are available around the setting.

The setting is illuminated with panel lighting. The sunflower room has no natural/day light and this is also limited in the daffodil room, the daisy room has natural/day light which can be controlled with blinds, they also have the facility to dim lighting if required. All walls are painted cream and the skirting is sky blue. The flooring varies throughout the setting between carpet and laminate flooring.

There is a parent information board in the reception area. This contains information regarding the setting and some policies and procedures. The information board contains information about activities in the local area. The settings policies are available in large print if required and also electronically.

The rooms

All resources in each room are age appropriate; they are available on low level shelves. All resources are labelled with a picture and text on the storage box to identify what goes in them. Some furniture within the rooms is free standing so can be moved and rearranged to make the rooms more accessible. Resources can be used in all rooms if they are more appropriate to the child's needs or development.

Daisy room 0-2 years

The room is divided into 4 different areas physical and sensory, comfy cosy, imaginative and messy, each area provides stimulating experiences for all children.

The comfy cosy area provides somewhere for the children to be able to rest if required, we also have baby bouncers and prams available for sleeping. For meals we provide bumbo's, high chairs and low level wooden chairs and tables. The room also provides a work surface and sink area, a microwave and fridge which are used to store food/milk.

Daffodil room 2-3 years

The room has different areas of provision, the imagination area provides resources which enable the children to develop their imagination, and this includes domestic role-play, construction and small world. The book area provides opportunity for the children to explore

different books but is also available as a place to rest. The mark making area provides opportunity for the children to develop their large motor skills by mark making on a large scale using chunky mark making materials. The messy area provides plenty of sensory experiences through sand, water, malleable etc. the exploratory area provides opportunity for different sensory experiences and also communication through the communication den.

Wooden chairs and tables are available for meal times and also low level chairs and tables for younger children. Beds and prams are available for any children who require a rest throughout the day.

Sunflower room 3-5 years

The room is divided into areas of provision, the role play area, book corner, dining room and toilets are accessed by a small set of steps, hand rails are available. The children have access to 3 computers that provide child friendly equipment such as a small mouse and lower case keyboard. A daily visual timetable is used within this room to support all children with the daily routine.

Height appropriate tables and chairs are available for meal times in the dining room, children are encouraged to be independent during meal times by making choices and serving themselves.

The Outdoors

Each age group has their own outdoor area with age appropriate resources. The daisy garden has Astroturf flooring allowing non walking children to be able to access the outdoors at all times. The daffodil garden has soft tarmac flooring and has slightly uneven surfaces, the sunflower garden is a large open space with different surfaces such as soft tarmac, grass, decking and paving. There is also a veranda providing some shelter in the sunflower garden.

The children have opportunity to explore all their senses whilst in the outdoor areas, they each have their own space available for growing vegetables and planting flowers. There is opportunity for sand and water play in all gardens and also large mark making activities. All activities in the garden are on a larger scale than indoors. There is plenty of open space to move about.

Appropriate clothing is provided for the children to use whilst playing outdoors. The outdoor area is open for continuous provision and all gardens have accessible doors. All gardens are secure with bolted gates.

The Fun Factory

The Fun Factory is located on the upper level of the setting and contains three rooms of soft play equipment including ball ponds, slides, swinging ropes, climbing frames and aerial gliders. There is also plenty of open space for the children to be energetic. The equipment provides good opportunity for the children to develop their gross motor skills. This area is available to the children from the age of 2 years and is accessed by a flight of stairs.

We also have a football coach who attends the setting every Thursday afternoon to carry out a football class with the children from the age of 2 years.

The toilet and changing facilities

The setting provides a separate changing room where all children are changed, there are five changing beds available at all times, the changing room is themed to stimulate children whilst they are being changed by their key person and offer talking points during this time. The changing room is a good space with accessible doors and natural lighting, heating is provided to ensure the correct temperature at all times.

The toilet facilities are split into separate girls and boys toilets, each toilet provides 3 toilets each and the boy's toilets have urinals, potties and steps are also provided in each set of toilets. Outside the toilets are low level sinks with magic taps so the children are able to carry out hygiene routines.

Kitchen Area

The kitchen area is only accessed by adults in the setting and has a lockable gate. We have two nursery cooks who prepare and cook all meals throughout the day. We are able to adapt the menu for any allergies or personal preferences. We produce meals for the different stages of weaning.

Identification and Early Intervention

- How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?
How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3 year check)
How can a parent raise any concerns they may have?
How do you access additional advice and support? (Make reference to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).
- How are decisions made about how to support a child?
How do you determine and plan for additional support from within the setting? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will a parent/parents be involved?

What the setting provides

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, observations and comments from parents/family tracking information about their progress across the areas of learning and development within the EYFS. More detailed information about learning journeys and what is in them is shared with parents during the child's 1st play session. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, we can make arrangements for the key person to meet with their parents to look at the learning journey and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person they can ask them and the key person will liaise with the room leader or deputy manager to make arrangements to be able to be released from the group at a convenient time.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

- 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. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

- For other children the next step may also include developing a targeted learning plan 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.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Our SEN Policy is available in the setting.

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). You can see our provision mapping in setting or by following this link

We use provision mapping to identify ways in which children can be supported.

Teaching and Learning Part 1 – Practitioners and Practice

- How is teaching and learning developed in nursery?
Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.
How is children's progress and development monitored? (Baseline assessments?, termly reviews?, parent & key person conferences?, 2-3 year development check)
What is the role of the key person for all children.
What are the setting's approaches to differentiation generally and for children with SEND?
- How will the early years setting's provision and staff practice support a child?
What is the role of the key person where children have additional needs/SEND and senior staff i.e. room leader, the role of the SENCO?
What is the setting's provision map and how is it used to support children learning and development? The use of TLPs to support children at Wave 2/3 of the provision map.
How will you match provision to the learning and development needs of a child with SEND?
- How will you help parents to support learning?
How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? i.e. PICO, SENCO, Key person?
Do you offer any parent training or learning events?
How do you find out about events provided by others and how do you let parents know about them?
- How is a child able to express their views?
How are children encouraged to express their views?
What resources or activities do you use that allow children to express their views?
What do you ask children for their views about?
How are children involved in the planning of their own learning and in reviewing their progress?

What the setting provides

The setting works within the framework of the EYFS. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

In the 2-3 age phase the prime areas remain significant but there is an emergence on the specific areas of development and learning

In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas promoting independence and becoming 'school ready'.

Activities are planned to meet the individual needs of all children in each age phase. Practitioners differentiate activities that they provide and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. In our setting we hold parents evenings annually. When a child moves age phase the new key person is introduced by the current key person and they will discuss the learning and development in the new age phase and how they can support this at home, they will show the parent around the new room and the different areas of provision. We have story sacks that parents can loan from our library and practitioners are able to talk to parents about these and offer ideas and advice should they want it. Parent information boards also display information about elements of early learning development and how this can be supported at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to their child's key person or management at any time if they would like further information or advice about supporting learning at home.

Children with a Targeted Learning Plan (TLP) have specific time with their key person to work on the targets in a 1:1 situation. The SENCO is available to support the key person and also to support the parents.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. The children are encouraged to display things they have done at nursery to share with parents and peers.

Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?
How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?
How is the setting's funding allocated? If resources are required how are they sourced and purchased?
If additional staffing is provided, how is this organised?
How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping
- What specialist services and expertise are available at or accessed by the setting?
Are there specialist staff working at the setting and what are their qualifications?
What other services does the setting access including education, health, therapy and social care services?
- How is a child included in activities outside the setting including trips?
What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?
How do you involve parents/carers in planning activities and trips?

What the setting provides

Each age phase is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs

Where children require access to resources that are significantly different to the resources available within their age phase we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or buy purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and their age phase leader. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

In our setting we have outings around the caravan site we are situated on, all children are included in these. We undertake risk assessments and consider the needs of the children who will be visiting. We make reasonable adjustments when planning outings to ensure the places we visit are accessible and meet the needs of the children attending our setting, ensuring that ratio's are appropriate at all times.

Reviews

- How do parents know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?
How does the setting know how well a child is doing?
How will parents know what progress their child should be making?
What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book
- How will parents be involved in discussions about and planning for a child's education?
How and when will parents be involved in planning a child's education?
How are parents/carers involved in the setting more widely?

What the setting provides

The child's learning journey is sent home usually around every 6 months, parents are given the opportunity to give feedback on their child's learning journey and raise any concerns they may have or anything they may wish to discuss regarding their child. This also gives parents opportunity to share with us what the child may be doing at home that they are not expressing at nursery.

Smart targets are set for each child on a termly basis of what they can now achieve and what they are aiming to achieve, this is shared with parents and parents are able to give feedback. The manager monitors these targets to ensure the child is making progressing and this offers opportunity for early intervention if necessary.

All age phase children have their own daily diary this provides the key person with opportunity to inform the parents/carers about the child's day and also gives opportunity for parents to share information about the child from home.

The setting has special event days during the year where parents have the opportunity to visit nursery and join in, these are often fundraising events for our local children's hospice.

Transitions

- How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?
What preparation is there for the setting, parents and the child before he/she joins the setting?
How will a child be prepared to move onto the next stage?
What information will be provided to a new setting?
How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

What the setting provides

Before children start attending our setting we offer play sessions, this is 3 hours that can be used to suit the needs of the parents and children, if necessary we can offer more sessions. During these sessions parents are offered opportunity to discuss their child's routine, likes and dislikes etc and complete an initial assessment to help us provide the right opportunities for the child when they start. This also offers opportunity for the child to be left by the parent to build a bond with the key person and get used to the environment. A settling in policy is available in the setting.

We have transition procedures in place for any transition a child may go through. When a child is ready to move age phase, they will have play sessions in the new age phase room the amount will depend on the need of the child, a transition report will be completed by the key person and the learning journey is handed over to the new key person with a brief discussion. This procedure will be followed if a child is leaving to attend another setting, we will advise the parents to share the learning journey with the new setting.

When a child is leaving to attend school a pre-school profile is completed this is shared directly with the school with parental consent. We also invite reception teachers to visit the children in the setting and put a huge emphasis on the transition within the learning environment.

A transition meeting is arranged to support smooth transition for any child with additional or special needs, inviting all involved professionals to share their views to ensure this is as smooth as possible.

We have an open door policy and parents are able to drop in the setting at any time. They are also able to contact us by phone if they would like to check on their child.

Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?
What number of staff hold what level of qualification?
How many staff are in training to move up to next level?
What level are the manager, SENCO, room leaders trained to?
Do you have any/how many staff with EYPS?
What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job' experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas.

Are there any staff (e.g. within chains of nurseries) that are available to support you? What qualifications/experience do they have?
Do any staff have any specialist qualifications?
Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?

The SENCO has attended training in

- 'Supporting children with additional needs'
- 'Supporting children with Autism'
- 'Supporting children with Emotional, Social and Behavioural Difficulties'
- 'Supporting Speech, Language and Communication Development' which many other practitioners have also attended.
- We have carried out an in-house training session in 'Supporting children with Autism' for many practitioners within the setting.

The nursery staff hold the following qualifications

- Nursery manager -Foundation Degree in Professional Practice Early Years and NVQ Level 3 in Management
- Deputy Manager -BA Honours in Working with Children Early Years, EYT status and NVQ Level 2 in Team Leading
- Daisy Room Leader- Cache Level 3 in Child Care and NVQ Level 2 in Team Leading
- Daffodil Room Leader- Foundation Degree in Professional Practice Early Years and NVQ Level 2 in Team Leading
- Sunflower Room Leader- Cache Level 3 in Child Care.
- Daisy Room Practitioners- all practitioners within the Daisy room are qualified to Level 3 in child care and 1 is working towards the Foundation Degree in Professional Practice Early Years
- Daffodil Room Practitioners – 3 practitioners are qualified to Level 3 in child care 2 are working towards the Foundation Degree in Professional Practice Early Years, 2 practitioners are qualified Level 2 in child care training towards Level 3.
- Sunflower Practitioners – all practitioners within the Sunflower room are qualified to Level 3 in child care.
- All staff have attended or plans to attend promoting positive behaviour training.
- All staff have carried out CAF training
- All staff have carried out Safeguarding Level 1 training and the management have carried out Safeguarding Level 2.

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their professional development and they are encouraged to seek and are provided with opportunity for this.

Further Information

- Who can be contacted for further information?
Who should a parent contact to discuss something about their child?
Who else has a role in the education of each child?
Who can parents talk to if they are unhappy?
Does the setting have an open door policy?
What opportunities exist for discussions at drop off/pick up times?
Can appointments be made to see specific staff at specific times?
How can contact be made with specific staff (eg: Phone, text, email, notes, home-nursery diary etc)

What the setting provides

As a setting we are required to have a complaints procedure in place, this is available to all parents and is displayed on the parent's board in the reception area.

If you require further information the manager and deputy are available to deal with any queries, the setting operates with an open door policy so no appointment is necessary. You can also contact us via phone or email. The children's daily diary is also available for communication with the setting.