



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Mossgate Day Nursery**

The Setting

Our setting is situated within the grounds of Mossgate School, but is an independent setting, run totally separately from the school. The setting opened in January 2016 in a newly constructed building which was purpose made to our own design and requirements. Our environment is thoughtfully planned by the owner with three adjoining playrooms where activities take place to support the learning and development of all children. The adjoining After School room is also available for use by groups of children in the morning. There is also a sensory room in which the children spend time during every session. There is a large accessible and secure outdoor area, with decking and grass, which is to be partially covered to allow outdoor play even in poor weather. There is also an area known as the Gruffalo Wood where children help to grow vegetables and flowers in the summer. There is free flow between the outdoor and indoor area so that the children can access outdoor play whenever they want to. A wide range of large and small play equipment is available outdoors, including an outdoor kitchen, gardening area, playhouse and slide. In the setting we thread the outdoor learning environment into the individual child's learning and development. The children have Forest Ranger sessions on a weekly basis, using the school field.

The playgroup and pre-school serves an area where many families experience significant social disadvantage. The majority of the children are from White British backgrounds but we do have some traveller families and some children for whom English is a second language. At the present time 1 child has additional needs and additional staffing above minimum levels is available to help to meet the needs of children with SEND. We currently offer the Free Early Years Education for Targeted 2 Year Olds providing places for children who will benefit from accessing good quality early education and childcare, particularly those children who are from disadvantaged backgrounds. Lancashire County Council is co-ordinating the scheme. We offer 60 places in total but on average 47 children attend in the morning and 45 in the afternoon.

What the setting provides

The nursery employs 10 members of childcare staff. Of these, 5 hold appropriate early years qualifications at level 3 and the registered provider holds the Early Years Professional Status. The nursery opens Monday to Friday, throughout the year including school holidays. Sessions are from 8:00am until 11.30, 11.30-12.30, 1230.to 3.30 and 3.30 till 6pm. Children can attend for a variety of sessions. There are currently 60 children attending. The nursery provides funded early education for two, three and four-year-old children. It supports a number of children, who speak English as an additional language and those with special educational needs and/or disabilities.

In addition, the setting also has practitioners with additional responsibilities, these include;

- A named person with responsibility for supporting behaviour,
- 3 nominated safeguarding officers,

all staff have first aid qualifications and a SENCo who is a qualified teacher and teacher of the deaf.

There is one deputy manager; it is part of her role to support the age phase leaders and the practitioners with additional responsibilities. The deputy is also tasked with monitoring the quality of provision on offer within the nursery. The deputy also supports the nursery manager in the management of the business aspect of the setting. The nursery manager has overall responsibility for the setting.

Accessibility and Inclusion

What the setting provides

The nursery is situated in Heysham. It is conveniently situated close to bus routes and there is on street parking outside for dropping off and picking up.

The building is all on one level and is fully wheelchair accessible for indoor and outdoor play. A ramp leads to the main entrance of the building.

Our information - including displays, policies and procedures etc. is available at all times for parents to read. Staff give individual attention to assist parents/carers with additional needs or families who speak English as a second language.

Rooms are organised to meet the needs of children with additional needs, symbols and pictures are used for routines. The furniture is all child height and all activities can be accessed by all the children.

There are personal evacuation plans in place for children who are identified as having additional needs to ensure that during times of evacuation/fire drills children receive additional support and reassurance.

Care plans are in place for all children with physical, health or medicinal needs.

A list is posted in the kitchen area of children with any allergies or specific dietary requirements.

Details of children with any medical needs are also posted where all staff can easily consult them in the event of any medical emergencies. A policy is in place to cover the administration of medicines by nursery staff and parents are always asked to sign a form to give permission for medicine to be administered..

Our enabling environment follows the philosophy behind Swedish Forest Schools, which is to encourage and inspire individuals of any age through positive outdoor experiences. The Forest Rangers in our setting promote children's learning and development in a pleasant, natural, fun and less stressful environment. We do this by taking groups of children into the main school grounds which are extensive, and there the children can explore the natural world about them with complete safety. Forest Rangers have developed opportunities in an outdoor setting for children and adults of all ages to develop a variety of life skills: independence, self awareness and social communication skills, all of which assist individuals to thrive. Sessions are dedicated to outdoor play and learning in almost all weather conditions. We operate these at least twice weekly in a morning and afternoon session to ensure all children get an opportunity to participate. All staff members and children put on wellies and coats, pack up a healthy snack and go exploring outside in the extensive school grounds. A wide range of activities are organised linking to the current curriculum planning and themes. Activities are carefully thought out, planned and adapted to ensure that they promote the inclusion of all children, changing activities where necessary depending on the needs of a child e.g. a child with sight difficulties can touch, smell and hear the outdoor surroundings. A child with hearing difficulties can see, touch, smell and sign, with an adult's support. Mobility difficulties can be dealt with accordingly by adapting the route to ensure all children can have easy access. An allocated staff member will work closely on a 1: 1 basis with a child who has been identified as needing additional support during an activity.

The Building

The building is fully wheelchair accessible with ramps leading up and into the main entrance of the building. There is on street parking a short distance from the building

There are 3 accessible toilets in the building with child height toilets and sinks.

The walls are painted cream and the skirting and architrave is white. The flooring is wood-effect vinyl. The outdoor area is a mixture of wooden decking and artificial grass. All the internal doors around the building are wheelchair assessable. The doors to rooms have viewing panels at the top and bottom, doors to storage cupboards and toilets are solid; storage doors are secured with keys. There are laminated A4 paper signs which name the rooms and toilets.

There are parent information boards in the entrance area. These contain information about the setting, including some policies. The information boards also contain information about activities and events in the local area such as at the local children's centre. The information from other providers is only available in the format in which it is sent to us. For families who require it, we are able to make copies of

policies available electronically. There is a book library at the entrance from which parents can borrow books to take home.

The setting communicates with parents using a bespoke "Parent App" for smartphones etc, this is used to send relevant information to parents at least monthly. Facebook is used each day to send parents pictures of the day's activities but photos are taken so that children cannot be identified.

The Rooms

The rooms are illuminated with LED ceiling panels. They all have large windows which let in lots of natural light to provide a bright, sunny atmosphere. The walls are painted in a pale colour with display boards mounted at adult and child height. The display boards are backed in bright colours to stand out from the pale walls. The floors are wood effect laminate.

Rugs are used in all the rooms to make comfortable areas for play and relaxation. All the furniture is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs. Boxes of books are available in every room.

The Gruffalo room

This room is used for children aged from 2-4 years, all resources are age and stage appropriate. The furniture consists of toddler sized wood chairs and tables. There is a large table for jigsaws and other fine motor activities and a carpeted floor area for construction, building and looking at books. School readiness is encouraged, this is also flexible to meet the needs of the individual children. Toys are stored in child height wood units. There are pictures and labels on the front of storage boxes to identify what is in them. There is a wall mounted TV to watch cartoons and videos at specified times only and nursery rhymes are played in the background as children play.

This room also houses two child height accessible toilets and sinks.

Within the room is also the kitchen area where the children eat their breakfast, snack and lunch. The built in breakfast bar is child height. There is a large door which leads to the outdoor play area.

The Owl room

This room leads on from the Gruffalo room and the door between them is usually open, providing continuous provision across the two rooms and is set up to provide opportunities for children to explore freely. There are child height units housing toys and books, a creative/messy play area, role play area, mark making, play kitchen, water play, small world, and book/cosy corner with soft toys for the children to read or rest. There is a wall mounted TV to watch cartoons and videos at specified times only. There are coats, wellingtons and painting aprons for the children to use. In this room the children can express themselves and let their imaginations take over. There are regular changes to the role play area, small world models displayed including, a fire station, a garage, a dolls house and boats. The room is used for circle time and for staff to complete focussed group activities. Again there is a large door to the outdoor area.

The Forest room

This room leads on from the owl room. It has a slide, a chalk board fixed to the wall and some carpeted blocks for seating but most of the room is empty and this provides a large, safe space in which the children can engage in more physical activities. The room is also used for circle time and for staff to complete focussed group activities. Again there is a large door to the outdoor area.

There is also one toilet in this room and a sink and nappy changing area. The children all sit together, listen to music and enjoy a healthy snack together.

The Sensory Room

This room leads from the Forest Room. It has no windows but is fully carpeted (carpet has a fluorescent design) provides a calming, quiet and restful space in which children can relax and play. The room is also used to calm children who become distressed or experience sensory overload. It has a variety of soft lighting effects including a sensory bubble machine and other sensory equipment including wall mirrors.

The Outdoors:

The outdoor environment consists of areas of artificial grass and decking. They are all flat and even and are suitable for children who use walking frames or wheelchairs. There is free flow between the outdoor and indoor areas for most of the day and part of the outdoor area is covered so that it is accessible even in bad weather.

Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children attending the setting.

The outdoor environment is richly resourced with play materials and equipment to support all aspects of learning. Many of these resources can be used in different ways. Equipment includes a play house and a den, a large mud kitchen, gardening area, large construction equipment, balancing activities, slide, bikes and cars, a trampoline, balls and other small equipment.

The outdoor space also includes an area which is used to grow vegetables and flowers and the children take an active part in all the tasks involved, including tasting and preparing food with finished products.

Identification and Early Intervention

The setting completes a 2 year Integrated review and uses Developmental Matters to plan appropriate provision.

Key persons place great emphasis on working with parents and other professionals to ensure that they are fully informed and equipped to meet individual children's needs.

Parents are encouraged to provide information about their child's likes, dislikes and starting points on entry to the nursery, although, the response to this is varied and greater effort will be made to ensure this valuable information is gained for all children

The nursery is working closely with other professionals, such as specialist teachers, speech and language therapists and local authority advisors to ensure that educational programmes are being specifically tailored for those children identified as having special educational needs and/or disabilities, as stated in our SEN policy.

Children who require provision that is additional to and different from educational provision made generally for all children of that age have the provision recorded on a Provision Map and a Targeted Learning Plan(TLP) and practitioners plan specific activities to support the child's progress towards meeting the objectives of the plan. The setting believes that parental participation in the special education decision making process is vitally important and parents are invited to be fully included in the planning and are provided with copies of the TLP

What the setting provides

Children's progress is closely monitored in our setting. Screening tools such as 'WellComm' are used when there are any concerns about a child's development.

Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents to discuss progress and any concerns each term.

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.

Where the progress check suggests 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(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, as we can only do this with parental consent.
- Another next step may be to ask the local authority Specialist 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. The Inclusion Teacher will have a discussion with parents as a part of the visit to the setting and will provide a written report which will be sent to the setting and to parents.

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 1 - all children, 2 - for children who require a little bit of extra input in a specific area 3- for children who require more specialised or intensive intervention. The third stage usually involves support and advice from professionals outside the setting. Our provision mapping is available to view in the setting.

Teaching and Learning Part 1 – Practitioners and Practice

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.

Prime Areas: Cognition and Learning
Communication and Language
Physical Development
Personnel, Emotional and Social Development.

Specific Areas of Cognition and Learning: Literacy
Mathematics
Understanding the world
Expressive Arts and Design

In the 2-3 age phase, the prime areas are most significant but there is an emergence of 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.

Activities and provision are adapted to suit the needs of all children in each age phase.

Practitioners differentiate the activities that they develop and the provision to meet the needs of the children. 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 bear 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 Parent information boards also display information about elements of early learning development and how this can be supported at home. Books are also available to borrow.

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 the deputy manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey.

A planning board is used to display the next steps for each child so that all staff are aware of the steps for each child. These are reviewed and updated on a three week cycle.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

The setting is exceptionally well resourced with items 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.

Each child is involved in a daily focussed group to ensure that each individual child's assessed learning needs are met. Practitioners carefully plan to ensure that the groups challenge each child and enables them to flourish in their individual learning and development. Some of our focussed groups include: managing feelings and behaviour, sharing and friendships, numeracy, literacy, lip strengthening and colours and shapes.

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 by purchasing them. 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.

Reviews

The setting was inspected by OFSTED in August 2019. The report is available on the OFSTED website and a copy is available for parents to read in the setting.

Transitions

What the setting provides

Before children start attending our setting, we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents but we also We plan with the parents some opportunities for the child to visit the but we also arrange for children to spend a short amount of time in the age phase room they will be joining. We have a settling-in policy which is shared with parents when they register their child with us. The age phase leader or deputy manager will talk to parents about their and their child's preferences for a settling period and endeavour to meet these needs as best we can.

We have a comprehensive transition policy and procedure which we follow when children are ready to move age phases, leave nursery to attend a different setting or move on to school.

This is available to parents within our setting. The policy and procedure includes additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

Staff Training

What the setting provides

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

Within our setting we have staff who have completed the following training courses:

- WellComm
- Managing behaviour in early years settings
- First Aid

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow.

We also make use of the local authorities Children First website to access information and e-learning Modules.

Further Information

What the setting provides

Key workers are usually available for a chat at the end of sessions, although because of the need to maintain staff/child ratios it may not always be possible for them to chat privately. If you have a problem or something important you wish to discuss it may be better to ring beforehand and make an appointment.

Parental concerns and issues are always treated seriously and confidentially. Please ask to see the manager if you are unhappy about anything at all.