



**SEN and Disability**

**Local Offer: Early Years Settings**

Name of Setting: **Lytham Lodge 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:

<https://lcng.co.uk/>

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

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

<b>Setting Name and Address</b>	<b>Lytham Lodge Nursery</b>		<b>Telephone Number</b>	<b>01253732757</b>
			<b>Website Address</b>	<b>www.lcng.co.uk</b>
<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>	
	<b>X</b>		<b>As a setting we have supported a number of children with a range of special educational need</b>	
<b>What age range of pupils does the setting cater for?</b>	<b>0 – 5 years</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Anya Harrold 01253 732757 lythamlodge@lcng.co.uk</b>			

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>	<b>Hannah Farman Nursery Manager</b>		
<b>Contact telephone number</b>	<b>01253 732757</b>	<b>Email</b>	<b>lythamlodge@lcng.co.uk</b>

### **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>	<a href="https://lcng.co.uk/wp-content/uploads/2020/03/LO-Lytham-Lodge-.pdf">https://lcng.co.uk/wp-content/uploads/2020/03/LO-Lytham-Lodge-.pdf</a>		
<b>Name</b>	<b>Hannah Farman</b>	<b>Date</b>	<b>23/07/2020</b>

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## 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

The nursery is a privately owned day nursery, offering care for children aged 0 - 5 years. The setting is comprised of a large single storey, free standing building close to Lytham Square. The nursery opens Monday to Friday throughout the year from 08:00 until 18:00. The nursery is open 51 weeks of the year, closing only on bank holidays and for 1 week between Christmas and New Year. Care is provided in three units currently, a Baby unit, a Toddlers unit and a Pre-school unit. The Baby unit cares for children between the ages of 0-18 months and has age appropriate zoned areas within the room with a separate changing and sink room, milk kitchen, a cot room and assigned sleep area which is located within the main room. Each zone within the room provides a specific form of play opportunity which allows practitioners to support children's learning across all areas of the curriculum.

The Toddler room caters to children aged 18-30 months and also includes designated areas providing a range of play experiences along with a separate nappy change area with toilet and handwashing facilities, assigned sleeping area within the room and cupboard and sink area for storage and washing of resources.

Both rooms open out on to a roofed decking area which leads into the nursery gardens these are enclosed by secure gates and high fencing around the perimeter and low level fencing which zone off the gardens to ensure children can access age appropriate equipment and resources and have opportunity for free flow access to the outdoors when appropriate.

The Pre-School room has a large open planned space which again is divided into zones promoting a range of play and learning opportunities. The room also includes a cupboard area for cleaning and storing resources, easily accessible bathroom with child level sinks and toilets and a wet room for the storage of wellingtons and wet weather attire. Additionally, there is further cupboard storage in the wet room which holds outdoor play resources and resources for outings. There are two large enclosed outdoor play areas which provide a range of opportunities for promoting all areas of the curriculum with a strong focus on physical development.

Room coordinators practicing in each unit, support and lead the practitioners and work together to provide secure and consistent care for our children and families. The setting also entrusts practitioners with additional responsibilities which support our children and families; this includes a named person for; Supporting Behaviour, a Parental Involvement Coordinator, an Equality Named Coordinator, and a Designated Safeguarding Lead and Deputy and a SENDCO (Special Educational Needs and Disabilities Coordinator).

The nursery manager has completed a Level 3 qualification in Children's Learning and Education and a Foundation Degree in Early Childhood Studies. Currently studying a BA honours Early Childhood degree. Both the manager, deputy manager and the senior practitioner team employ a range of strategies to monitor the quality of provision available and support the staff with their additional responsibilities and personal development. The company employs four EYT's who cascade their knowledge and experience to support practitioners in ensuring that children's wellbeing, learning, and development are robustly promoted. Their role also includes providing training, further opportunity for personal development and initiatives for team building.

## 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 nursery is set in a large one level free standing building and has its own large flat carpark. An accessible parking space can be provided on request. The building is wheelchair accessible from the main entrance and all rooms within the setting are wheelchair accessible. There are a number of accessible toilets in the setting, a children's toilet, pre-school units bathroom and two adult toilet's.

There is a pram store located in the front carpark which is weather proof and is always accessible.

The entrance to the nursery is bright as sunlight comes through the large double front door and windows within the welcome area of the nursery. Large windows allow plenty of natural light to enter all of the nursery rooms. Walls are painted a natural hessian colour with white skirting boards. The nursery is mainly natural laminate flooring. All doors between rooms in the nursery have glass window panes for viewing and doors leading to and from the Welcome Area, are maglock secured with the exception of the office door which has its own separate keypad lock.

There is a parent news board in the entrance hall which displays upcoming events and activities, new policies, useful phone numbers, our OFSTED information and our nursery newsletter. Another board displays staff information, photographs and qualification status so as parents know which staff are with their children consistently. Additional table top displays in the Welcome Area, promote the building of home links through providing insight into current children's interests and topics along with encouragement to become involved.

### **The Rooms:**

All the rooms are well lit with windows allowing in lots of natural light in addition to the light fittings. The walls are painted a muted hessian colour with natural display boards mounted at adult height. There are soft furnishings, rugs and cushions allowing a calm space for relaxation.

The Baby unit cares for children between the ages of 0-18 months and has age appropriate zoned areas within the room with a separate changing and sink room, milk kitchen, a cot room and assigned sleep area which is located within the main room. The milk kitchen contains a refrigerator, sink, sterilizer and kettle. Aside from in the milk kitchen and nappy changing areas, all of the furniture is freestanding so can be moved and re arranged to make space for specialist equipment, or to ensure the rooms are accessible for children using walkers or wheelchairs. Throughout each room, furniture has been selected to allow children to access appropriate resources which are offered at a range of heights. In this room, furniture has been chosen with the additional of encouraging children to crawl, cruise, walk or stretch depending on their stage of development and ability. In this unit there are low wooden chairs and tables suitable for enabling the children to explore creative and messy activities in a safe environment. At meal times

malleable activities are tidied away, the tables cleaned and sterilised , and table cloths added. Cushions are used to make soft/comfortable areas. The sleep room holds five cots, all cots and mattresses are wiped clean daily and children bring their own bedding and comforters from home to ensure that it is familiar to them and supports a relaxed and restful sleep time. There are three low high chairs for the less mobile babies and a small low level table for meal times. Resources are suitable for the age and development of the children the wide range of resources are used to support play and exploration. Within the room there is a large storage cupboard which allows practitioners the opportunity to rotate the resources to maintain children's interest and promote development.

The Toddler room caters to children aged 18-30 months and includes specific areas providing a range of play experiences offered at differing levels to allow children to independently see, choose and access the age appropriate resources. There is also a separate nappy change area with toilet and handwashing facilities, assigned sleeping area within the room and cupboard and sink area for storage and washing of resources. Children sleep on fold out beds and again bedding is provided from home for comfort and hygiene purposes. Adjustable tables and suitably low chairs are available for children who wish to sit to play and these are cleaned and sterilised in preparation for and following mealtimes.

Both this and the Baby room open out onto a roofed decking area which leads into the nursery gardens. These are enclosed by secure gates and high fencing around the perimeter and low level fencing which zone off the gardens to ensure children can access age appropriate equipment and resources and have opportunity for free flow access to the outdoors when appropriate.

The Pre-School room boasts a large open plan space which again is presented in zones promoting a range of play and learning opportunities, again these are available at different heights for suitable access and greater space and opportunity to play with satisfaction.

These zones are defined through tactical placement of furniture and are enhanced in accordance with the children's needs and interests. As with the other rooms, furniture is moveable depending on the needs of the children and care is taken to ensure that there is adequate space for all to manoeuvre around the provision. There is a sizeable space dedicated to rest and relaxation which is furnished with comfortable rugs, cushions and bean bags, here the children can recharge with a book or have some quiet time if they wish.

A role play area provides opportunity for imaginative play based on children's own experiences and enhancements include items you would find in the home. For example, recipe books, telephones, hats and clothes, laptops, pots and pans and other familiar items. The area is enhanced also with references to text and numeral to promote development of familiarity of these.

Children are offered a wide range of opportunity to create and mark make throughout the room. Including using order forms and tools such as tape measures as a reference for number and brochures in the construction area. Children are also provided with a workshop area where they can create with a variety of resources on either a large or small scale using an array of fixing materials. Additionally, children are offered sand, water and malleable experiences and this can be in many different guises. Ice blocks, bubbles, playdough, foam, coloured sand and chalk sand are just a few of the options which have been made available through children's interests.

The room also includes a cupboard area for cleaning and storing resources, an accessible bathroom with child level sinks and toilet's and a wet room for the storage of wellingtons and wet weather attire. Additionally, there is further cupboard storage in the wet room which holds outdoor play resources and resources for outings.

There are two large enclosed outdoor play areas which are accessible via the wet room. The Gardens are divided by a low level fence which separate a large open area of wet pour which slopes down at the middle toward the second garden. The second garden area includes an outdoor classroom with storage for large play equipment a marked out road area, provision for climbing, bike play and play involving gross motor skills. Within this area is a large open fronted outdoor classroom which provides opportunity to continue to access fresh air when the weather is inclement. Bordering the garden there are large planters with a range of flowers, shrubs and plants for the children to enjoy. On the far side of the garden, there is an area specifically for growing produce which the children are able to view, tend and cultivate. Bird boxes and feeders are placed throughout all of the gardens to allow the children to view wildlife first hand. All gardens have the benefit of overlooking a large tree lined grassed playing field which leads on

to a well-equipped park, nature trail and children's play area.

#### **Teaching and Enrichment Room**

The purpose of this room is to provide a space for focus activities where practitioners can bring small groups of children to partake in specific activities, additionally, practitioners are afforded greater flexibility in circumstances where adverse weather effects potential for gross motor activities. This large, open room provides the perfect environment to remedy this.

#### **Kitchen**

The fully fitted kitchen is where all meals are freshly prepared daily. There are three large fridge freezers a stand-alone freezer and a large refrigerator along with wall mounted and lower level storage cupboards. The sink unit houses three separate sinks each specifically purposed, one for washing hands, one for washing food and one for washing crockery, pans and utensils. There is a large window and two smaller windows which allow ventilation, these are both covered with mesh screens for hygiene purposes. Fridges and freezers are equipped with thermometers to ensure food is always correctly stored and temperatures are recorded regularly throughout each day. The kitchen is also cleaned, swept and mopped twice a day.

#### **Information Sharing:**

Information is shared with parents in a variety of mediums. A parents notice board is situated in the entrance hall which displays details of upcoming events, the names of staff members, and a copy of our monthly newsletter. Notices are posted on doors into the main rooms to ensure that each parent has access to information relevant to their child.

Our newsletter is shared with parents at the beginning of each term via the parents display board, and website. The newsletter is also emailed to each parent via the mail-merge system on our childcare computer programme.

Newsletter and display board information can be printed in large print on request, and also can be translated to allow families with English as an additional language to access. We also endeavour to verbally share important and relevant information with parents during drop off and collection times. Nursery policies and procedures can be printed in large print or translated on request.

### **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 involve?

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

**Our setting is proud to provide an open door policy where we welcome our families to come to us whenever they need any form of support. This allows us to forge excellent relationships with them and instils a sense of confidence in our team. This system means that parents continually communicate with us about their child and are more receptive when there are instances where we need to raise questions or concerns about a child's development and they in turn have the confidence to raise them with us.**

**Key workers are available at the beginning and end of each day to talk to parents. Each child meets with and builds a relationship with their Key Person through the process of transition where sessions are attended for short periods of time to allow children to develop familiarity with the setting and other children too. All parents are offered the opportunity to come into nursery at a convenient time to talk about their child's development, ask any questions or seek any advice should from their Key Person or senior staff if they feel the need. Children's learning journeys are shared with the parents through the online application Tapestry, parents sign a consent form for this on their child starting at the nursery.**

**Children's progress is closely monitored in the setting. Each child has their own key worker who produces an online learning journey which includes observations, photos, photo's of the children's work, observations from parents, and tracking information about the child's progress across the areas of learning and development within the EYFS. Information about Tapestry, the learning journey system, is shared with parents when the children start their visits and through their parents evenings / open events, which take place three times per year. If parents struggle to attend the parents evenings we make alternative arrangements for parents to meet with their child's key worker at a more convenient time. Parents are aware that they can request private meetings which allows them to speak openly and with confidence.**

**Practitioners work closely with parents to support each child's learning to ensure the child is consistently reaching their potential. In the event that it appears a child is not achieving as expected, a conversation with parents would take place to ascertain whether there are any underlying contributory factors for example bereavement, trauma, illness or any significant changes to routine. Following this, strategies are put in place to support the child and to ensure that parents and staff are providing consistency between home and nursery. Should there be no improvement, further advice would be sought form the relevant agencies, following gaining parental consent.**

**In addition to the learning journey parents are invited to meet with their child's Key Person during designated parents evenings. On these occasions we discuss each child's individual development and areas where we can collaborate to enhance and further progress. Key Persons also carry out a two year check which is a requirement of the EYFS and is done for all children in this age group. The EYFS requires us to report to parents on their child's progress, discussing and identifying any problems as well as concerns. Where the progress check suggests that a child may be experiencing some difficulties or delays in their development, this is shared with parents and strategies are formulated and we always consult with parents at every stage of these processes:**

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child. This can 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 for example, most commonly, speech and language therapy, this would require parental consent.**
- Another next step may be to ask the local authority Specialist Teacher to observe 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 parent consent.**

**We have, over time, developed good relationships with a range of professionals specialising in specific fields and who are available to support the setting SENCO in providing the best outcomes for the children in our care. Our Special Educational Needs policy is available in the setting.**

- 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. All children meet these stages, which are separated into age brackets so as to easily identify whether a child is meeting their potential. This tool is a good indication to practitioners of when a child may require extra support and assists us in identifying which specific professional to enlist, for example a prolonged delay in communication may prompt a referral to speech and language therapy professionals.

In the Baby Room, planning focuses on the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development), however, practitioners plan to support children in all the seven areas of learning. Planning is carried out with the intention of being individual to each child, challenging each area of learning by harnessing children's interests to promote their engagement. As the children grow into toddlers and beyond, the prime areas remain significant but there is an emergence of the specific areas of development and learning. For this reason from the baby room and thorough out the nursery, with the recognition that children all develop at different stages, staff plan for enhancing continuous provision as well as adult led activities, both of which are differentiated to support and challenge children where appropriate.

In the 3-4 age range (pre school) the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in the prime areas and the specific areas.

All children have a key person; it is the role of the key person to support the child's initial transition and learning and development. Each child's key worker observes, assesses, and plans for them. On starting at the setting children have a 4-6 week settling in period, in which observations are taken of the child during spontaneous play and adult-led activities. This gives the key worker an insight into the child's stage of development, as well as knowledge on the child's interests and characteristics of effective learning. Following this settling in period, the key worker will complete the child's Baseline Assessment, taking into account the information gained over the child's first few weeks at nursery. From this assessment the key worker will then be able to plan engaging and educational activities for them to take part in.

Activities and provision are adapted to suit the needs of all the children; practitioners differentiate the activities and provision to meet the needs of all the children. Some children may need more differentiation than others, as they may have additional or special educational needs. Staff are sensitive to all of the children's development and keep in mind the importance of differentiation to enable all children to have the opportunity to access the setting and activities in a way that is appropriate to them and their needs.

The key person also helps parents to develop ways to support their child's learning at home. The practitioners share ideas during feedback time and also during parent's evenings. As a setting we also support home learning by providing story sacks and activity boxes for parents to take home and share with their children. The story sacks contain stories, information books, puppets and activities. Parents can use these activities to spend time supporting their child's communication skills and exploratory impulse along with strengthening awareness of children's own needs and development. We display leaflets and posters advertising local groups that the parents can access such as the local children's centre and library. Parents are able to speak to their child's key worker or manager at any time if they would like further information or advice on supporting their child's learning and development at home. We have strong bonds with local children's centres and libraries, who keep us up to date with courses and events that are taking place.

Through our online learning journey system Tapestry, written reports, parent's evenings, and daily feedback, parents are kept up to date with their child's learning and development at nursery. As a setting we encourage parents to share significant development stages. We encourage parents to share special or important moments at home via writing and sharing photos on the Tapestry system. With this information we celebrate children's progress and special moments by displaying it on our 'WOW' board. This helps to develop each child's self-confidence and self-esteem.

We encourage children to express their feelings and opinions, and always take their views into account. We carry out interest based planning, encouraging children to take part in activities that reflect their interests.

## 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 range is provided with resources that are developmentally appropriate for the age group. We ensure suitable resources overlap with the age range to support children's development that develop slowly or quickly so they access resources and activities appropriate to their needs and interests.**

**Where children require access to resources that are significantly different to the resources available within their age range we make arrangements to share resources with younger or older groups. The nursery also has a store of equipment and resources so that practitioners can rotate to ensure the environment is kept exciting and inviting for the children. As a nursery group we also share resources between the settings. When children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or by purchasing. We liaise with parents and other professionals to ensure resources are appropriate for the needs of the child. We take advice from other professionals such as our Inclusion teacher, on what resources are available and appropriate to children with additional needs.**

**All practitioners are encouraged to work with other professionals who visit children in the setting; the SENCO, room leaders, and manager support the practitioners to gain this experience and in the seeking out of relevant courses and training opportunities. Information is shared with staff at monthly staff meetings to ensure all staff are up to date with children's health care plans and targeted learning plans. A child's key worker and the nursery SENCO are made available to meet with other professionals when needed, for example, for SEND Link Visits, training, and TAF Meetings.**

**We have strong links with our local Inclusion Teacher, who assists us in the support of children with additional needs. The Inclusion Teacher attends the setting for Link Visits, where new legislation and paperwork is shared and advice can be sought.**

**The nursery SENCO attends termly SEND cluster meetings, where local SENCOs meet to share practice, information, and gain advice from others.**

**Our provision mapping highlights the way in which we support children who present different levels of additional needs. Staff use the Provision Mapping to ensure that children with additional needs are being fully supported.**

**As a setting we plan trips out of the setting such as to the local park and shops, care homes and the library. We undertake risk assessments and consider the needs of the children; we make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending. Where required additional staff members attend trip to ensure that children are fully supported and are able to access the outing fully. Permission is sought from parents for children to attend trips and outings. Where appropriate we liaise with parents regarding the child's specific needs and requirements for the trip. Risk assessments additionally include considerations such as medication storage and administration.**

## **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**

Parents receive feedback each day when they pick their child up. Practitioners are on hand to give details of how their child has been in the day, and also to pass on information about the child's learning and development, and answer any questions that parents might have. If parents would like a more formal chat, a meeting can be arranged at a convenient time for each party.

Parents attend two parents' evenings and one opening evening during the year which gives the practitioners a chance to share the children's learning and development. This is also a fantastic opportunity to share ideas and activities for parents to carry out at home. Parents are asked to fill in a parent feedback form after each parent's evening to ascertain their thoughts and feelings, and any suggestions that they may have.

Daily charts kept on site are filled in to record how much each child has eaten, the times that they have slept, and the times that they had their nappy changed to provide practitioners with the correct information for each child to relay to their carer.

When a child starts at the setting they are assigned a key person who is the practitioner who supports the child's learning and development. Before a child starts at the nursery parents are invited to attend settling in sessions with their child. This gives the parents an opportunity to ask the practitioners any questions and for the practitioners to find more out about the child. Staff reinforce the partnership with parents and try and share as much information as possible.

During the child's settling in period their key worker observes and assesses their development and knowledge, allowing them to plan appropriate learning activities and goals. The key person will then plan individually for the child, and will select a target from each area of learning using their interests to help stimulate their learning.

The practitioners share the EYFS tracker with the parents at parent's evening, but this can be viewed any time on a parent's request.

Our online learning journey system Tapestry allows parents to be constantly up to date with their child's learning and development at nursery, as observations are uploaded instantly. We invite parents to add to the Tapestry system, by inputting learning and development that has occurred outside of the setting, and sharing important and special events, and information on their child's interests. When setting targets for a child or planning activities, parents thought and view are always taken into account.

Children's learning and development is monitored at the setting through adult-led activities planned specifically for each child, and spontaneous observations. A variety of observation techniques are used such as narrative, photograph, and time sample, to ensure that a full picture of the child's development is gained.

There are various ways that parents and family are involved in the setting. Parents and family are invited to spend time in the nursery such as supporting the nursery in activities such as helping at our allotment. Parents are also invited to talk about their jobs such as with the RSPCA and the RNLI. Parents are also invited to come into the setting to share with the children information on cultures and festivals. Parents are invited to join us for the annual Lytham Club Day parade. We prepare a float, around a chosen theme and then take part in the parade in Lytham, with children riding on the float. Parents are invited to help with ideas for and with the construction of the float, and to walk with us in the parade.

The nursery also has a summer and Christmas fair which are both great events to support partnerships with parents. The pre school children who are going to school have a graduation ceremony during the summer fair.

#### **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 a child begins attending the setting they attend settling in sessions. Children usually attend four of these sessions, but more may be planned if the child is finding it difficult to settle or has additional needs. At the first settling in session the child's parents will stay with them, this allows the parent to talk with the child's key worker sharing information about their development, personality, daily routine, and likes and dislikes, whilst the child explores the areas with their parents there for comfort. At the second settling session we encourage parents to leave their child at the setting for a short period of 30-45 minutes. Over the next two sessions this time is increased, allowing the child to become familiar and comfortable with the setting and practitioners. Before a child starts at the setting a Home Visit is also carried out, in which the child's key worker and a senior staff member will visit the child at home for approximately 30 minutes. This allows the child to get to know the practitioners in a familiar environment, and allows the practitioners to see the child in a place that they most comfortable in.**

**The setting also has a Transition Policy for children transitioning through the nursery through the different age ranges. Similarly to when children begin at the setting, when transitioning between rooms children will have settling in sessions. The child will visit their new room with their current key worker allowing them to become familiar with their new key worker and the new room. Over the following week the child will have more settling in sessions, each slightly longer than the one before, ensuring that the child is settled in their new room.**

**Parents will be introduced to the child's new key worker and other practitioners in the room, and will be shown around the new room. Two Transition Forms are completed, one by the child's parents and one by their current key worker. These are both passed onto the child's new key worker before their settling in sessions begin, allowing them to have information of the child's personality, development, and daily routine, and knowledge of how their parents feel about the transition. A Home visit can also be arranged where required to assist in a child's transition between rooms.**

**Alongside the settling in sessions we carry out play visits, where a small group of children who will soon be transitioning visit their new room for a short period with a practitioner, allowing them to explore the room with their peers. We have found that this assist the transition process, as children are already familiar with their new room.**

**Transitions to schools are also carefully planned. We invite all the children's new class teachers to visit the setting to meet the children and converse with their key worker about their learning and development, personality, and likes/dislikes. Transition Documents are written and sent to the class teacher at the end of June, ensuring time for teachers to them read before the summer holiday. Children's and parent's view and thought on starting school are always included on the transition document.**

**For children who have additional needs, a transition meeting is arranged in the summer term to ensure that all information is shared effectively, and that the child has a happy transition to school. Information regarding health care needs and routines passed on, along with the child's Health Care Plan where applicable. Targeted Learning Plans, Termly Targets, and the child's EYFS Tracker are shared with their school teacher and SENCO to ensure that the planning of targets, learning outcomes, and activities are appropriate and beneficial for the child, and that learning continues whilst being enjoyable and inclusive of the child's interests.**

## 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?

### What the setting provides

The practitioners in our setting are qualified to Level 3, or are working towards this qualification. The manager has a Level 3 and a Foundation Degree in Early Childhood Studies, and the Deputy Manager has a Foundation Degree in Professional Practice in Early years.

On being appointed SENCO practitioners attend a course, and then attend termly cluster meetings provided by Lancashire County Council, where training is given on specific topics, and information and updates are shared. Practitioners can also ask for advice, and share good practice and knowledge with SENCOs from other local settings. Our nursery manager, who is also SENCO has a great deal of experience and knowledge of caring for children with additional needs, as does our Business Administrator who is always available to offer advice.

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

The staff also attend in house training once a month which cover topics such as observation, assessment and planning, enhancing areas of continuous provision, and safeguarding. Room co-ordinators also attend a meeting once a week with the manager, this gives the manager the opportunity to introduce anything new and also for the co-ordinators to talk to each other, sharing their experiences and knowledge.

Once a week there is a planning meeting for each room where staff can share new ideas for the children. Ideas are shared and implemented such as a new planning format or medium term plans for the next term. This allows them to plan together to arrange necessary activities that are needed.

SENCOs based at our other nursery sites are always on hand to offer help and support, and knowledge from any courses is cascaded between SENCO's.

As a setting we seek to support practitioners to develop their knowledge and understanding of a range of additional and special educational needs. Practitioners attend available courses and training, and take part in termly cluster meetings provided by Lancashire County Council.

## 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

The nursery manager can be contacted on 01253 732757 if more information is required.

The setting has an open door policy and parents are welcome into the nursery anytime to discuss their child.

The setting has a complaints policy which would be followed if parents were unhappy.

The child's key worker or another familiar practitioner is available at drop off and pick up time for discussions, and for detailed daily feedback. If it is more convenient for parents, a time can be arranged during the nursery day or when the child is not at nursery for parents to meet with the nursery manager or child's key worker.

The Nurseries OFSTED report can be found on the OFSTED website.

Contact can be made with the nursery by phone on 01253 732757, and email on [lythamlodge@lcng.co.uk](mailto:lythamlodge@lcng.co.uk). Parents can also add their thoughts on our Tapestry system.