

Sandy Bears Nursery & Pre-School

1 The High Street

Tattenhall

Chester

CH39PX

www.sandybearsnursery.co.uk

01829770889

1. How do you meet the individual needs of each child?

All children at Sandy Bears are celebrated for their individuality. We have extensive registration and transition sheets that give practitioners knowledge of their family, likes and dislikes and any additional needs of the child ie. Special Educational Needs or Disabilities/ English as an Additional Language. This gives us knowledge of children before they start with us and allows us to put any additional support in place for each child. Key workers are on hand to assist in these transitions and support both the child and parent. We also support transitions between our rooms with similar sheets filled out by key worker to key worker.

We have recently applied to have a ramp fitted outside to allow easier access for staff, parents or children that may need it. We are able to provide children with new resources and equipment to meet their individual needs. We have a brilliant relationship with outside agencies which provide practitioners with many pools of expertise to contact. Our local health visitor in particular is very supportive and we can discuss new strategies for families. We now work closely with our closest children centre to create a support network for families which also gives us '2 year funding' for children with additional needs or needing extra support.

Our SENDCo spends time weekly reviewing children's tracker and talking with key workers about any strategies that could be put in place to ensure all children have the same opportunities and are achieving milestones. She regularly looks at cohorts to help guide enhancements of provision and environment.

2. How do you promote inclusive practice?

Sandy Bears staff all promote inclusive practice through every area of learning. Our rooms are designed to meet the needs of the children that currently attend and this is reflected upon daily. Our adult-led activities are varied and 'new' to promote effective learning and all activities are designed from the interest of the children that will be taking part. We are always reviewing our materials and equipment assessing the suitability of these for children in our care. Daily discussions with parents allow for a wider knowledge of how we can include every child in our daily routine.

We promote a home from home environment which encourages time spent in our cosy area to review and reflect on their day. Our environment is designed so that all the children feel safe to challenge their own learning and try new things.

3. How do you involve parents?

Parent liaison is a key part of life at Sandy Bears. Before a child starts we ensure we have contact with parents as well as children. During the child's first settling in session key workers spend time with the parent completing a transition sheet detailing where children are achieving to in their development. This allows a key worker to begin the baseline assessment before a child formally starts in the setting. Key workers begin the baseline assessment of all children from their first day and this is completed within one week. We involve parents daily in a variety of ways. Verbally at drop off and picks ups we gain and give out feedback on the child and updates of achievements, challenges and experiences gained. Daily diaries are completed on every child which details food consumed in their session, any sleeps nappies or bottles and a brief update on some things they have been doing that day. There is an area to link these to the EYFS so parents can see which areas they have been achieving in that session.

A Parents Committee meeting is held every half term for us to discuss up and coming ideas and discuss all elements of life at Sandy Bears. This is an invaluable time for us to talk to parents without the 'hustle and bustle' of drop of and pick up time and to formulate action plans for the following weeks. We plan all of our 'Parents Days' here such as Winter Wonderland, Graduation, Summer Open Day and our Eco Day. These events are open to all of Tattenhall and are always a lovely time to engage with parents outside of our working week. All parents are welcome to attend any Parents Committee meeting and there is always time for parents to ask any question or discuss any topics of their choice. We have recently introduced our Self-evaluation form to our parents committee team, we inform the team how we are continuously improving and evaluating our setting, we give them the opportunity to input any ideas.

Learning journeys are another key point of our parent liaison. Our learning journeys are electronic and can be accessed by key workers, parents and SENDCo. This enables all parties to upload photos videos and observations of the child providing a fuller picture of their life and experiences. Termly key workers send out reports on all children which covers the areas of the EYFS and allows space for parent and child comments too. We hold annual parents evenings where we can formally look over child's developments and discuss plans for their future progress.

Newsletters are sent monthly to all families with information from both of our rooms, notes from management, pictures from these previous months and more. Twice annually we send out a questionnaire for parents and children to gain their views and opinions on all aspects of Sandy Bears from staff through to environment. These then help us to reflect on our practice and formulate plans for the future.

4. What support will there be for children with SEND?

Sandy Bears pride themselves on Multi-agency working. This overview from all professionals will shape the level of support for each individual child. This may consist of extra time with their key worker to work through Speech & Language sessions or promoting positive play with one of our play bags. We have a close relationship with other agencies such as our children's centre, our early years consultant and our local health visitor.

Before any child begins their journey at Sandy Bears we will conduct any risk assessments that may need completing, fill in health care plans, provide staff with any relevant training and obtain any resources that will support an individual with their transition and learning journey with us. With the

support of parents and other professionals this cumulates in a positive transition for children with SEND.

5. How do you access external specialist support?

We access external support whenever we feels needs of a child could be met more effectively with additional expert support. Our SENDCo manages the referral of children to services such as Speech & Language and the Child Development team and works in partnership with these and staff to ensure the best possible care for each child. When referrals to services are not possible our SENDCo works closely with our Early Years Worker, Early Years Consultant and Health Visitor to ensure children and families are supported in the best possible way. Using a multi-agency approach also ensures early intervention and a full overview of child's development is being assessed.

6. What training have the staff had, or plan to have, to support children with SEND?

Staff at Sandy Bears have been on lots of training to support SEND in our setting. A member of staff has been on Makaton training and leads the promotion of this in our setting through signs and training for staff and parents. Three member of our staff have received ICAN training which supports children and their parents experiencing Speech & Language difficulties. Our SENDCo has completed relevant training and attends regular update sessions. They also keep up to date on the Code of Practice through publications by the Pre-School Learning Alliance. Any new information is displayed for staff and discussed verbally in our monthly staff meeting. Our SENDCo has weekly time in the office in which staff can approach to discuss any interventions or support they feel a child in the setting may need and work with the SENDCo to develop strategies for each individual.

Sandy Bears have appointed an Equality Named Co-Ordinator (ENCo)who works to promote equality in our setting and works with families (such as English as an additional language) to ensure their individual and family needs are being met by the setting. Our ENCo will develop strategies and provide resources and information to support other needs and cultures at Sandy Bears.

7. How accessible is the setting?

To enhance the main entrance to Sandy Bears we are currently in the process of purchasing a 'pack-away' ramp to enable access for wheelchairs. Inside we have wide doors and large room spaces to enable easy access to all areas. Our door to outside in Big Bears has a ramp and the Bear Cubs is a flat surface to outside. Outside there is flat surfaces throughout and again it has large spaces to access all areas. Our community play furniture is height adjustable which means it can be adapted to the different children in each session. We also have cosy areas which allow children quiet time away from the 'hustle & bustle' of the larger open space.

8. How will the setting prepare and support children to join the setting/move within the setting/transfer to a new setting/school?

Before we begin a child's transition into setting we discuss with the family their preference on transition. We talk about the child and use sheets that ask questions relative to their age and stage to begin the baseline. Parents are invited to spend time in the room observing activities and getting to know staff. We feel if parents feel comfortable in our setting then the children will naturally be more at ease at the initial handovers. The key worker will be on hand to support parents in these initial settling visits answering any questions, concerns or nervous niggles they may have and to develop a bond with the child before they are attending independently. Here is when a child's individual needs are assessed and, if necessary, additional support can be put in place.

Once staff in our bear cubs feel that a child is ready for the transition to Big Bears this is then discussed with parents, giving them information on the transition and getting their opinion on whether the child is ready. Once all parties have discussed this a meeting is set up between the child's current key worker and their new key worker which is focussed with a transition sheet linking to the EYFS. This sheet also enables key workers to give information on each individual child, their learning styles, things they like and dislikes and a general overview of them as a person. The child will then have settling sessions – similar to when they first attended Sandy Bears – where the key worker will join them for a play in Big Bears. As they become confident in this room the transition times become longer until finally they are dropped into this room by parents in the morning.

School readiness is very important to us at Sandy Bears and we strive to promote values that will not only support children in an academic sense but will develop a confidence and self-worth that will allow them to support themselves emotionally in their school transition. We promote self-care skills for all children in pre-school and work with Jolly Phonics and Numicon to develop literacy and mathematics. Sandy Bears works with many local schools in the area and has a close relationship with the reception teachers. All teachers are invited to come into setting in the final term to meet the children on site and talk through their progress with their key worker. This is an opportunity for key workers and parents to meet with the teacher should there be any additional support needed in the reception class. This approach to school readiness ensures that requirements for each individual child are put in place in the term before they are due to start school ensuring the smoothest transition possible.

9. Who can I contact for further information?

Sandy Bears Owner & Manager Laura Yates

Sandy Bears Manager & SENDCo Astone Mackintosh-Smith

Sandy Bears Deputy Manager Laura Silverwood

: 01829770889

:sandybearsnursery@live.co.uk