



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Abacus Day Nursery

The Setting

Abacus Day Nursery was registered by the current owner in 2012 on the Early Years Register. It is one of four provisions privately owned by the current registered provider. It is situated in Morecambe, Lancashire. The nursery serves the local area and is accessible to all children. It currently operates from a three storey premises in the heart of the town centre. The first and the second floor of the premises are accessible via stairs. Children have access to a secure, enclosed, outdoor play area.

What the setting provides

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3, including one staff at level 4 and two staff with level 5 and 6. The registered provider holds the Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. 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 or have 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, two nominated safeguarding officers and a SENCO. All staff have first aid qualifications.

There is one deputy manager; it is part of their 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 day-to-day responsibility for the setting.

Accessibility and Inclusion

- The nursery is situated in the West End of Morecambe. It is conveniently situated close to bus routes and there is ample on street parking outside for dropping off and picking up.
- The building is over 3 floors and is only wheelchair accessible on the ground floor for indoor and outdoor play. A ramp leads to the outdoor play area.
- 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, ICT - computer programmes and equipment - is available to support children. The furniture is all child height and all activities can be accessed by all the children.

What the setting provides

The building:

The setting is housed in a three storey terrace building with a ground floor extension into the neighbouring property. The building is wheelchair accessible from the ground entrances/exits. There are accessible parking spaces at the front of the building.

There are three accessible toilets in the building on the ground floor.

The corridors are illuminated by LED panel lighting. The walls are painted cream and the skirting and architrave is white. The flooring is wood-effect vinyl. The outdoor area has a bespoke soft play surface.

With the exception of the accessible toilets, all the internal doors around the building are standard door size. The doors to the downstairs 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.

The rooms:

The majority of the rooms are illuminated with LED lighting. The walls are painted in a pale colour with display boards mounted at adult height. The display boards are backed in bright colours to stand out from the pale walls. The floors are wood effect vinyl. Rugs are used in all the rooms to make comfortable areas for play and relaxation. The 2-3 room has a kitchen area with wall and base units, sink, fridge, work top and a long bench at child height for snack and lunch time. In the Pre-School room there is also a small kitchen area with a fridge. Apart from the kitchen areas 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.

2-3's room Curious Caterpillar room

In this room we focus on play and exploration, with lots of opportunities for the children to discover new interests and activities. The furniture consists of toddler sized wood chairs and tables. Rugs are used to make a book and circle time area. Toys are stored in child height wooden units. There are pictures and labels on the front of storage boxes to identify what is in them. Tuff spots are used to bring activities to floor level. The sand and water trays are small height adjustable units. Resources are suitable for children from 2-3 years. Toys and resources are appropriate to a child's needs or development.

This room also has a creative and messy play area and allows free flow access to the Grasshopper room and the outdoor play area. Three toilets with a nappy changing area are also accessible from this room.

3-4's room Rainbow room

This is our pre-school room. This is where the older children come to play, learn and develop through more focused activities. The room is set up to provide opportunities for children to explore freely with a creative/messy area, role play area, mark making and much more. The Rainbow room provides a more structured routine to underpin the foundation of encouraging school readiness but is also flexible to meet the needs of the individual children. Outdoor play is built into their routine and they also access the Funky Monkey room for physical and group activities. There are height adjustable wood tables and chairs of varying heights and sizes. The sand and water trays are also height adjustable. There is a low table for the computer. For children's toys/resources, storage units are all at children's heights. Photographs and labels are displayed on the front of boxes so it is clear what is in them. Resources are organised into areas of provision. In each area sign vocabulary is displayed so practitioners can refer to it when supporting children in play. Toys and resources are appropriate for children aged 3+ although toys/resources can be borrowed from 2-3's if these are more appropriate for a child's needs or development.

The Sensory room

The Sensory Room, on the ground floor, is accessed daily by all the children. It fosters an atmosphere of relaxation. Relaxation is good for children's emotional health; it gives them a chance to explore their feelings and to become interested in their environment. This calming environment provides a restful and peaceful experience in today's busy and sometimes stressful lifestyles.

The Sensory room is particularly useful for children with sight or hearing problems and extremely valuable to children with autism

Benefits

- Supports the development of communication
- Enhances sensory skills, hand-eye co-ordination and cause and effect response.
- Assists the development of social and emotional skills
- Reduces tension and increase relaxation
- Provides fun and enjoyment
- Improves levels of concentration, alertness, calmness & general awareness

Dancing Dinosaur room

This is a multi-functional room on the ground floor. It includes a small office area but otherwise there is no furniture apart from soft play equipment. This room is used for indoor physical activities, group games and activities and other activities as required

Grasshopper room

This room is accessed from the Curious Caterpillar room and also has sliding door which give access to the outdoor play area. The walls are wood panelled and it is carpeted with artificial grass. It is used for indoor/outdoor play and includes a cosy corner with cushions and toys to develop role play. Weather permitting the doors to the outdoor area remain open all day

Funky Monkey room

This room is situated on the second floor. It serves the same function as the Dancing Dinosaur room but is used mainly by the pre-school children

The outdoors

The outdoor environment is covered with a soft play surface, which is level and even and suitable for children who use walking frames or wheelchairs. Children can move freely between this area and the Grasshopper Room, and it is partly covered with a canopy to provide some protection from the sun or rain.

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. They include areas for water play, sand play, ride on toys, large play equipment, an outdoor fish tank and opportunities for gardening

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

Identification and Early Intervention

The EYFS progress check at age 2, which consists of a short written summary of a child's development when they are between 24 and 36 months, and the EYFS profile, which summarises and describes a child's attainment at the end of the EYFS (i.e. at age 5), are used to track the progress of all children in the setting.

- 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 should be taken to ensure this valuable information is gained for all children.
- The nursery works closely with other professionals, such as inclusion 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 children of that age have the provision recorded on a Targeted Learning Plan (TLP)
- Parent participation in the special education decision making process is vitally important. Parents receive copies of the TLP's and are encouraged to work on targets at home and also to request that particular targets are included in the TLP.

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 and friends, tracking information about their progress across the areas of learning and development within the EYFS and information from screening tools such as 'WellComm'. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. 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 wish. 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 each term 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 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 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.
- Following this it may be necessary to seek additional support from the LEA through a package of Additional Inclusion Support. The SENCO will complete all the necessary paperwork for this and also meet with parents to discuss their wishes and concerns.
- The SENCO will also liaise regularly with all professionals working with the child to ensure that appropriate targets are set and appropriate strategies are used to support the child. If necessary additional support will be provided in the form of new resources, additional staffing, or adaptations to the environment.
- The setting will also support parents through the long process of obtaining an Education Health and Care Plan to provide support for the child when they transfer to school, if this is felt to be necessary

Our Special Educational Needs policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. We aim to provide early intervention so that children have the chance to overcome any difficulties before they start school. The TLP is used to continually review the progress which the children are making and the support which we provide. 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, which involves outside agencies (wave three). You can see our provision mapping in setting.

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

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 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.

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 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 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 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. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, once each term the key person sits down with the child and they look through the learning journey together. The key person talks to the child about the things they have done and annotates the journey with the child's comment. In our setting children are able to use digital cameras to take pictures of the things they have done in nursery, these can then be included in the child's learning journey.

Teaching and Learning Part 2 - Provision & Resources

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.

Reviews

What the setting provides

OFSTED say

This provision is good

- Staff understand how children learn and develop. They observe children well and plan activities to help satisfy each child's unique needs.
- The playrooms are bright and well equipped, allowing children to choose from a wide range of learning opportunities.
- Children are happy in the nursery and behave well because staff are good role models and form strong relationships with their key children.
- Children are kept safe as all adults understand their responsibilities and strong child protection procedures are in place.

Transitions

What the setting provides

Before children start attending our settling 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. We plan with the parents some opportunities for the child to visit the nursery and 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 include 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. Where children have been receiving support from the Portage Service before starting nursery we liaise closely with the Portage worker to ensure that appropriate support is in place when the child starts nursery.

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

Staff Training

What the setting provides

All practitioners in our setting are qualified to level 3 or above. One of the deputy managers is level 5 and the other deputy is currently completing leadership and management level 5. The manager is level 6 with Early Years Professional Status. The SENCO is a qualified teacher with extensive experience in working with children with a wide range of SEN

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 such as CAF training.

Further Information

**For further information contact:
Vicki Edwards 01524 416800
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30 Claremont Road
Morecambe
LA4 4HL.**

All our Early Years' staff are committed to working in partnership with parents. Children's progress is monitored individually and records are updated regularly. We work with parents daily and our open door policy gives parents' an opportunity to liaise with staff on a daily basis.

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery.