



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Brook farm Children's Nursery**

Setting Name and Address	Brook Farm Children's Nursery		Telephone Number	01282 841221
	Harden Rd Kelbrook BB18 6TS		Website Address	www.brookfarmnursery.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: As a setting we have supported children with a range of special educational needs.	
	x			
What age range of pupils does the setting cater for?	0 – 4 years			
Name and contact details of your setting SENDCO	Heidi Wright (01282 841221) Joanne Ashworth			

Name of Person/Job Title	Miss Heidi Wright – Nursery Manager Miss Joanne Ashworth – SENDCO		
Contact telephone number	01282 841221	Email	heidi@brookfarmchildrensnursery.co.uk

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	http://www.brookfarmnursery.co.uk/local_offer.html		
Name	Miss Heidi Wright Nursery Manager	Date	23-09-2022

The Setting

What the setting provides

The setting is a private full day care setting providing care for children aged 6 months– 4 years. Brook Farm is open Monday to Friday, 8am to 6pm with the option of booking an early start from 7.30am if needed. The setting is open for 51 weeks of the years and is closed on bank holidays. The setting is registered to take 15 children age 6 months - 2 years, 14 children aged 2 -3 and 35 children aged 3 – 4 before starting school. Each age range is set in their own room and has free access to the outdoors. The baby room has an age range of 6months – 2 years and can provide for up to 15 children in any one session with a ratio of 1:3. The toddler room can accommodate up to 14 children of ages 2 – 3 on a ratio of 1:4 . Finally the pre-school room is our largest room and the numbers allow for up to 35 children age 3 up to school age with a ratio of 1:8.

The nursery currently has one room for additional use which is situated upstairs. This room is used for breakfast club (8am-9am) and after nursery activity club (5pm-6pm) for the pre-school children who attend outside of their funded hours.

In the nursery some of the practitioners also have an allocated additional responsibility; these include a named person with the responsibility of behaviour management and someone with the responsibility for parental involvement. All managers and room leaders hold an up-to-date safeguarding level 2 certificate and there are two named SENDCO's.

The setting has a nursery manager and two deputy managers supporting. Both deputy managers take the role of supporting practitioners with the additional responsibilities as well as monitoring the quality of provision on offer within the nursery and supporting with the management aspects of the business. The manager has overall responsibility of the setting with an active role of the nursery provider.

Accessibility and Inclusion

The nursery is a converted barn with three main base rooms that are all on ground level. Two of the rooms have a small step to access the outdoor space. One of these is connected to the Pre-school room; however the Pre-School outdoor area can also be accessed via the main entrance. Access to the Toddler room's outdoor area has a small step. The nursery has a private car park which is also on one level and accessible by all.

Each room has big double safety glass doors, and large velux windows in the roof allowing as much natural light into the rooms as possible. Each room is also painted a neutral colour making them look very bright and airy.

The building currently has both changing units and child sized toilets in the appropriate rooms where needed. The nursery also has a disabled toilet unit that is accessible by the whole nursery.

Information about the nursery or upcoming events is accessible to the parents in several ways. Currently letters are handed to them, e-mailed to parents or posted on our face book page.

Currently we don't have a need for our information to be accessed in another language; however this would be done so in the same way, either given a letter, e-mailed or put on face book in the parents/child's first language. Although as a business we try to plan for everyone resourcefully we also pride ourselves on having very open clear communication with the parents / carers. Therefore if extra information was needed in an additional way we would encourage anyone to speak to a member of staff as to resolve this as best we could.

The rooms are very open and spacious so accessible to everyone and each room has wooden floors for better mobility where needed. There are clearly signed areas that are separated by furniture or marked out but the different rugs in an area. All the resources are stored in clearly labelled drawers, both by the written word and pictures, these drawers are of the children's height and can be accessed as the child wishes. Some of the tables are height adjustable; however all of the chairs are to compensate this if needed.

What the setting provides

The Building

The setting is housed in a purpose built barn conversion. The nursery is wheelchair accessible. There is a private car park attached to the nursery which is also on one level. To gain access to the building, the main central room has a bell, and the adjacent rooms parents/carers are required to knock on the door. The doors can only be opened by a member of staff from the inside.

At the main entrance there is an outside gated foyer where prams can be left however there is limited space for this. Car seats can be left in the office for collection at the end of the day.

As there is no natural light in the corridor this area is illuminated by spot lighting. The walls are also painted a neutral colour currently with storage for children's belongings. The flooring is again wooden for easy mobility if needed.

The Rooms

All the rooms are painted a neutral pale colour with display boards at both adult and child height; we find it important that the children are able to see their own work clearly displayed in the room for them to look at. The floors are wood and have rugs in different areas to make it comfortable for play. The baby room has a small kitchenette including a microwave and fridge to store milk. In all rooms the furniture is freestanding and therefore can be moved and re arranged for accessibility or specialist equipment that may need a little extra room to manoeuvre.

In the **6 months – 2 years room** there are 3 low wooden tables with little wooden chairs to go with them. There are rugs laid which cover a percentage of the floor space, including a large cushioned area and sleep area which children sleep in cots with their own bedding. For meal times the children sit at a table or in a highchair whichever is developmentally appropriate. Resources set in this room are all age appropriate and split up during the day in age groups, i.e. 18 month to 2 years may play outside together as a separate group. When needed in the room we would accommodate for none mobile children when in nursery.

In the **2 – 3's room** wooden table and chairs are used and are all height appropriate. Toys are accessible to the children via the use of baskets and toy storage to enable them to enhance their play and provide choice. Tuff spots and units are used to support play enabling it to be on different levels for all the children. Although the room has its own set of resources there is also

a nursery storage area that all rooms can access so all toys can fit with a child's development appropriately. The children have free flow access to their own outdoor area through this room.

In the **3 -4's room** the tables and chairs are set out in a way which allows easy access to all the nursery and are easily moveable if needed. Again all the toys are stored in child height storage units and are clearly labelled by words and pictures to enable the children to have their own choice of play. The room is set out by the areas of provision and storage units and rugs used to help define these areas. The children have free flow access to their own outdoor area straight out of this room into their outdoor area.

The Outdoors

The nursery is situated on a working farm. We pride ourselves with the amount of outdoor space available for the children to access. There is a concreted space outside the 2-3s and 3-4s room enabling them continuous provision as it is set outside their door that is left open for them to free flow, this space is all flat. The baby room also has a section of this yard but is not freely accessible for them. The yard is sectioned off by fences that all the children can see through as we encourage all the children and staff to socialise and interact with one another in order to help and support the children during transitions from room to room.

We currently have 6 sheep and 4 calves within the grounds of the farm. The children (all ages) visit the animals daily and help to feed and pet them. Over the next few months we will be accommodating piglets, chickens and donkeys. Learning about empathy, relationships, the environment and nature are just some of the benefits children receive by caring for animals. Having the animals at the nursery provides so many benefits and allows children to observe and interact outside and then come back into the nursery where we can expand on what they've seen through stories, play or research.

We also have access to a meadow and 'the lane' to play in and go for walks. Although the meadow is cultivated for agricultural purposes we have an area of this which is a maintained lawn area making easier access for wheelchairs, walking frames and prams. We use the meadow for sports days, and the children love to run and explore this space.

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

Identification and Early Intervention

What the setting provides

Children's progress is closely monitored within the setting. Each child has their own learning journey that is completed by their key person. The learning journeys include observations of them in nursery, home observations taken by parents and shared with nursery to ensure continued learning and they all contain the 'Early Years Outcomes' which informs you of their progress across all areas of learning and development set out by the 'Early Years Foundation Stage' (EYFS). We also complete an "end of term report"; data is collected and collated to analyse the progress the children have made throughout the term. This enables us to plan for the development of each individual child and enables us to easily review our practise. When new parents start each family is given detailed information pack explaining what the EYFS is and how the nursery keeps up to date with their child's development through the learning journeys. We will do a baseline assessment of the child with their parents during the child's settling in sessions. This gives us the ability to begin planning for the child's development straight away. Please see this link to access the Early Years Foundation Stage curriculum:

http://www.foundationyears.org.uk/wp-content/uploads/2012/06/EYFS_Parents_Guide.doc

We operate an open door policy, which means parents are welcome to come into nursery at any time and see their child's learning journey, staff are available at any time to talk about any concerns you may have. The key person is there as a parent first port of call to discuss their child's development and any issues they may have. The key person is responsible to complete the child's learning journey. The nursery holds a parents evening each year with an additional one for the preschool children in June in preparation for school. All parents/carers are aware of whom their child's key person is and if they would like any additional meetings about their child outside of daily handovers or a parents and key person meeting this can be arranged.

We have also recently attended training and bought the Wellcomm speech and language toolkit to enable us to identify children who have difficulty with Speech and Language. We know this will be an important tool as we know 1 in 10 children under 5 years of age experience some degree of difficulty in learning language and communication skills, so early identification is crucial.

In the setting we use provision mapping to identify ways in which we support all the children attending our nursery. Provision mapping is set out into three waves. Wave one identifies what we provide for all the children within the setting, wave two would be for children who require a little extra input in a specific area and finally wave three is set out for children who require more specialised intervention and help from outside agencies. In addition to the child's learning journey we also undertake 2 – 3 year progress checks. This is a statutory requirement of the EYFS and is completed for all children in this age bracket. This progress check is always shared with parents after completion by the key person and the child's strengths and/or weaknesses are shared. If this check does highlight and difficulties or delay in the child's development then 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 experience designed to support the area of learning and development identified. This enhancement links to wave two interventions identified within our settings provision mapping. This would then be reviewed to see if the child has progressed and to see if additional steps need to be taken in order to

support the child's progress further.

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 suggest with parents if it would be appropriate to refer their child to outside agencies such as speech and language drop in clinic, information on these are also displayed on the doors of the room so if parents wish they can take their child of their own accord. We also work closely with our local children's centre where we are given extra support or again more information for the parents of their services.

Another step would be to make referrals to the IDSS (Inclusion, disability, support service) to visit the child in nursery to provide additional advice and guidance to the practitioners to support them in meeting the needs of the child. This is all in partnership with parents, who will be involved every step of the way and meetings are held regularly to ensure open communication. This visit is called a 'Request for Guidance' and again like the other steps this can only be undertaken with the parents/ carers consent. This would be classed as wave three in our provision mapping.

What the setting provides

At Brook farm Children's Nursery we follow the Early Years Foundation Stage Framework. 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.

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.

Your child will be assigned a key person as soon as they start nursery; and we encourage families to communicate with the key person as much as possible to pass on information and talk about your child's development. A baseline assessment of your child will be carried out by your child's key person during the settling in sessions. Your child's key person will keep track of your child's development by observing them on a regular basis either via a written observation and/or taking a photo, documenting and linking this to the EYFS. We then plan future activities and learning opportunities for your child. We provide information about the EYFS through your nursery induction pack and this is also on our nursery website which provides more information about this. All your child's observations and photos are kept in their own 'Learning Journey'; this will travel with your child through nursery and provides a lovely keepsake. Your child's Learning Journey will be available for you to look at throughout the year. Please do feel free at any point to look at your child's Learning Journey or make an appointment to talk to your child's key person.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

All practitioners are encouraged to work with external professionals who visit children in the setting. 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 by using higher staff ratios to provide this.

In our setting we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. 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 our setting.

Reviews

What the setting provides

We pride ourselves on an open door policy enabling parents to make an appointment or pop in and see the nursery SENDCO, Nursery Manager or their child's key person.

We offer parents a nursery / home communication book detailing information about the child's day and we do detailed handovers at the beginning and end of the child's session. Parents can also ask to see their child's learning journey at any time. We also offer a parents' evening once year for a more formal discussion with your child's key worker. This time can be used to discuss any queries you may have about your child or nursery and to discuss your child's development.

Transitions

What the setting provides

A smooth transition for your child in nursery is very important. This can be your child coming from home into nursery, moving to the next room in nursery or from nursery to school. We feel a smooth transition is important for both the child and the parents/carers. We achieve this by offering settling in sessions to children that have just started nursery. We also have an 'All About Me' document that we ask parents to fill in about your child, we also have an adapted version of this for when a child moves up to the next room as information and routine will change overtime.

We also have 'trailing' sessions for the children that are due to move up to enable them to get to know the new staff, room and routine. This can be done with the child's key worker going with them if we or the parents feel this is necessary. Parents will also be introduced to their child's new key worker before they are due to move up.

We feel as a nursery we have a close relationship to the local schools and when children are ready to go to school we will help you with as much information as we can to make the process easier. We have 'transition documents' that the key worker will fill in about where they feel the child has reached developmentally whilst at nursery and any other relevant information we feel will help the teacher get to know your child more. These documents will always be read and signed by the parents/ carers ensuring you agree with the information and are happy for it to be sent to your child's school.

Any children that attend another setting, with parent's permission we liaise with the other setting and share information that may be relevant. We also arrange informal visits for the key workers from each setting to discuss the child if necessary.

Staff Training

What the setting provides

Our staff in nursery range from level 2 qualified up to EYTS. The majority of the staff are level 3 qualified. We currently have 2 apprentices both who are working towards a level 3 qualification.

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.

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.

The staff have ongoing access to Continuous Professional development and the nursery has invested in an online training programme for each individual member of staff – Noodle Now. The programme has a wide range of courses from Safeguarding, CAF and teaching and learning.

We have staff trained in nursery for specific children who have individual medical needs, and we would always seek out training when and if needed.

Further Information

For further information please don't hesitate to contact us.

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We have an open door policy if you wish to visit us and you can also find us on Facebook