



Chestnut Grove Kindergarten SEND Local Offer

Our setting is a private full day care setting in the seaside town of Clacton-on-Sea. Places are available for children from the age of 0 months to 5 years. The setting is open Monday to Friday 7.30am-6pm, children can attend a variety of paid or funded sessions subject to availability, 51 weeks of the year. We offer 15 hours funded places for 2-4 year olds and 30 hours funding for 3-4 year olds. We accept tax-free childcare payments.

The setting is registered to take 9 children under the age of 2 and 91 children aged 2 to 5 years.

The setting is organised by group age and stage of development, there are five rooms.

The Tiny Acorns, 0 to 2 years with 3 members of staff.

The Little Conkers 2-3 years with 3 members of staff.

The Weeney Willows rising threes with 2 members of staff.

The Hollies, 3 to 5 years pre-school with 3 members of staff.

The Mighty Oaks 3 to 5 years Pre-school with 4 members of staff.

This is a flexible arrangement depending on the individual children's needs. The Nursery Principle is Denise Hawke, Sabrina Havell is the setting Manager, Hannah Matthias is the setting deputy and Jason Hawke the business manager.

Kristin Lamb are the setting SENDco's.

The setting also has practitioners with additional responsibilities, these include; a named person for behaviour management, a nursery ENCO, nominated safeguarding officers and a SENDCO

Mrs Emma Guthrie is our setting Mental Health first aider and she has had training in supporting not only staff but parents through difficult times.

Identification and Early Intervention

Our area inclusion partner is **Janine Piper** and she supports the setting SENCO (Kristin Lamb) with her wealth of knowledge especially with the identification of a child's needs. Children's progress is closely monitored in our setting. Each child has their own learning page on Famly and their own scrap book which includes short observations to accompany photographs, art work, and comments from parents and carers through the use of Famly. 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 and how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available for parents to look at any time they would like we encourage the children to add observation, art work and photographs to have the sense of ownership. Although a child's key person is available to chat at drop off and pick up times, we make arrangements for the key person to meet with parents to look at their child's learning journey to discuss anything in depth and with more confidentiality than is possible at drop off and pick up times. This can be arranged at a time to suit you either during opening hours or after. Your child's key person will liaise with the 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 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-year progress check; discussing and identifying strengths as well as concerns. If the progress check suggests that a child may be experiencing some difficulties or delay in their development, it 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
- For other we may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapists. This would be with the parents' consent.

Our Accessible Environment

The setting is a purpose built premises. The building is wheelchair accessible from all entrances/exits. There are three accessible parking spaces at the front of the building. The building is accessed through a secured outdoor gate with a buzzer security system. The fire doors in the Tiny Acorns and Little Conkers room.

There is one accessible toilet in the building, this is an adult facility but can be used for children if required. The Nursery also has accessible toilets for the children to use.

There is a large Hallway where the children's coats and bags are kept outside their own rooms. The Hallway is illuminated by strip lighting and some natural/day light. The flooring is made up of blue and wood effect vinyl. There is a small kitchen within the hallway with separate fridges for the children's lunches, washing machine, microwave and toaster in it.

With the exception of the accessible toilet and fire doors, the doors around the building are of standard size. The doors have viewing panels down the middle. There are A4 paper signs, staff photos, which name the rooms and the toilets.

There are parent information boards in the entrance area and at the gate. These contain information about the setting, including some policies and photographs from our parent/carer meetings. The information boards also contain information about activities and events in the local area such as the local children's centre. The information from other providers is only available in the format in which it is sent to us. However, some nursery policies are available in large print on request and for those with English as an additional Language (EAL), this is something we continue to improve.

The rooms

All the rooms are illuminated with strip lighting; there are different painted displays on the windows in each room. The walls are painted in a magnolia with display boards. The display boards are backed in bright colours to stand out from the pale walls. The floors are wood effect vinyl with a section for rugs and cushions for the children's comfort and relaxation. Children can also make use of sleep mats. Apart from the kitchen all the furniture is free standing so can be moved and rearranged to make space for specialist equipment or to ensure the room is accessible for children using walkers or wheelchairs.

In the baby room there are low wooden chairs with low wooden tables for meal times, there is an area for a large mat and cushions on the floor, baby bouncers. We have babies' cots in our 'snug' which is a dark sleeping area with twinkling lights. Resources are suitable for children under 2 and include toys that light up, vibrate and make sounds. Treasure baskets of natural items are used to support play and encourage exploration.

In the rooms for children aged 2-5 the furniture consist of wooden tables and wooden chairs. There're wooden dividers to section off different areas such as book corner, home corner. There're pictures and labels on the front of storage boxes to identify what is in them in a variety of languages and they are freely accessible by the children. Tuff spots are used to bring activities to floor level. Resources are suitable for children from 2-5 years.

The outdoors

The outdoor environment consists of a large artificial grassed area, a paved area and a separate area for planting and growing of herbs and flowers. There is a mud kitchen with real utensils such as whisks spoons and stainless steel plates for the children to create wonderful dishes such as worms on toast and mud pies! There is a large sandpit which children can explore and a mud kitchen; there is also a water tray that can be moved to suit the needs of individual children. There are opportunities for mark making on chalk boards mounted on the fence. Resources are set up on a

daily basis and are chosen and adapted to suit the needs of the children attending the setting. Slides large equipment.

Our Special Educational Needs and Disabilities Policy (SEND) provides the context for supporting children through these 'next steps'; this is referred to as the graduated response. Our SEND policy is available in the setting.

Teaching and Learning.

The setting works within the framework of the EYFS (Early Years Foundation Stage) and follows Birth to three matters, each room within the setting is 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 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal Social and Emotional Development) are the areas of focus.

In the 2-3 age phases the prime areas remain significant but there is an emergence on the specific areas of development which are Literacy, Mathematics, Expressive Art & Design and Understanding the World.

In the 3-5 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 the 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. 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, manager or 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. They are encouraged to share their learning journeys with practitioners and each other. 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 things they have done and annotates the journey with the child's comment.

Provision & Resources

Each age phase is provided with the 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 are developing more slowly or more quickly can access resources appropriate to their stage of learning and development.

Where children need access to resources that are not usually available in our setting we endeavour to access them by purchasing, we share toys between the different age phases and liaise with parents and 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 than others but are supported by the SENDCO. As a setting we endeavour to make reasonable adjustments for specific times of the nursery day should children require the additional support? We look to provide supernumerary staff where appropriate.

All our parents and carers are given a warm welcome into our setting. We work with and value each individual family and their views and thrive on the support given to us by those families through our

parents meetings, stay and play sessions and the warm close relationships we have with our parents/carers and their families.

Transitions

We encourage settling in sessions before the child starts attending, visits are arranged around the needs of the family, though we appreciate this may not always be possible we do like the child to have a look around with their parents. The Principle or setting deputy will talk to parents about their and their child's preferences for a settling in period and endeavour to meet these needs as best we can.

We have a transition policy and procedure we follow when children are ready to move up to another class, leave nursery to attend another setting or to move on to school. This is available to parents within our setting.

The policy includes additional factors that may need to be considered when supporting children with additional or special educational needs, to ensure the transition is as smooth as possible. Our SENDco will often accompany parents to visit schools if they wish.

Staff Training

All practitioners in our setting have an early year's qualification or are working towards one.

We have regular staff meetings, a regular programme of staff supervisions, peer observations and appraisals for all staff. We value opportunities to support their further professional development and they are encouraged to seek opportunities for this.

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

Makaton (2 members of staff fully trained)

Paediatric First Aid 23 staff members

Manual Handling Awareness (All staff)

Safeguarding Children Level 2 (all staff)

Level 3 for Safeguarding Nominated Officers (Principle and setting deputy, kidzone leaders and seniors)

Food Hygiene

Making sense of Autism (all staff)

Autism awareness

Working with 2 year olds

Positive behaviour management (All staff)

Mental Health first aid

Further Information

As a setting we are required to have a procedure for dealing with complaints, this is available within the setting. Your feedback and input are important to us.

Please contact Mrs Denise Hawke (SENCO) on 01255 429029 or by email

chestnutgrovekindergarten@yahoo.co.uk to discuss any aspect of nursery/pre-school life or to arrange a visit or simply just call in.

Our Website is www.nurseryclacton.co.uk

Your comments and suggestions are of importance to us.

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