



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Sceptre Nursery**

Sceptrenursery@ericwright.co.uk

Setting Name and Address	Sceptre Nursery Sceptre House Sceptre Way Walton Summit Bamber Bridge Preston PR5 6AW		Telephone Number	01772 694747
			Website Address	sceptrenursery@ericwright.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:	
	X			
What age range of pupils does the setting cater for?	3 months to 4 years			
Name and contact details of your setting SENCO	Sam Cambrook 01772 694747			

Name of Person/Job Title	Sam Cambrook Senior Nursery Nurse/SENCO		
Contact telephone number	01772 694747	Email	sceptrenursery@ericwright.co.uk

Please give the URL for the direct link to your Local Offer	sceptrenursery@ericwright.co.uk		
Name	Sam Cambrook	Date	07/08/2019

The Setting

What the setting provides

The setting was registered in 1996 and is operated by the Eric Wright Construction group. It is based in single story premises, located within a business park in the Walton Summit area of Bamber Bridge near Preston in Lancashire, and is accessible to all children. The nursery employs 6 members of childcare staff, all of which are level 3 qualified and 1 level 5 qualified. We also employ a cook who holds all relevant qualifications. In the entrance is a photographic display of each staff member with their job roles and qualifications.

The Setting operates each weekday from 8am to 5.45pm, 51 weeks of the year. We are closed for a week at Christmas and on Bank holidays. The days can also be split into sessions, these include, mornings 8am to 12.30pm and afternoons 1.30pm to 5.45pm. We are registered for 26 children, which include 6 babies and 20, 2 to 4 year olds. The children are cared for within two play rooms, with separate sleep and changing rooms.

The nursery provides funded early education for two, three and four year olds and we accept all nursery child care vouchers. We also accept the tax free childcare.

Accessibility and Inclusion

What the setting provides

The building

The setting is fully wheelchair accessible with ramps both at the entrance and rear of the building. There is an accessible parking space at the front of the building with one disabled space if needed. (Although car parking spaces may be limited at peak times due to Eric Wright meetings). We also provide separate toilets for staff and appropriate toilets and changing facilities for babies and children.

In the entrance of the building there is a parent/carer board with all relevant information on, including OFSTED, safeguarding, policies, menus and our privacy notice.

The Rooms

Both rooms have high ceilings with tube lighting and large windows to allow in the natural daylight. Throughout the nursery there is underfloor heating.

The walls are painted in cream with green doors and frames, the rooms are decorated with stimulating displays all of which record the children's own work. The setting provides low table and chairs and all resources are at child height with clearly labelled photographs and words to support visual prompts. All furniture can be moved to accommodate any additional furniture, equipment and resources. The children have access to free flow outdoor play through the main nursery room.

Outdoors

The children have access to a large enclosed, stimulating area for outdoor play, with areas of

grass, bark and soft matting to ease any falls or scrapes. We provide a variety of physical activities, which include large tyres, balancing beams, stepping stones, slides, climbing equipment, mud kitchen, boat and a large sand pit. There is also a play house and shaded cover for story times and role play. Two sheds provide storage for play equipment and prams.

Identification and Early Intervention

What the setting provides

Upon induction, parents are given the opportunity to share any concerns or inform us of any additional support the child may be receiving, also each child is given an 'All About Me' book that parent/carers fill in regarding relevant information. The setting will then liaise with the relevant agencies that may be involved with the child's care.

The key person will track each child's development and progress linked to the Early Years Foundation Stage (EYFS) through observations, termly reviews and the 2 Year Progress Check and share any concerns with the parents. Each child has a learning journey which records the observations of the children's progress through photographs, parent's voice and children's own creations, these learning journeys are shared with parents termly.

All staff have a sound knowledge of the EYFS and child development and therefore are able to identify any additional support children may need.

Our provision mapping helps to identify where children may need additional support, sometimes providing extra opportunities for the child to experience through the area of learning and development identified. This is reviewed to see how the child has progressed and whether additional steps are needed to be taken to support the child's progress and development.

We may also develop a TLP (Targeted Learning Plan) where specific aims are developed with parents to support the child's development. These TLPs are reviewed every 4 to 6 weeks.

The next step is to ask the Local Authority Inclusion Teacher to visit the child in nursery to provide additional guidance and advice to the practitioners to support them in meeting the needs of the child. This is done through a Request for Guidance and can only be carried out through parental consent.

The SENCO works very closely with the child's key person to ensure the child receives the individual care they need.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

As a setting we follow the Early Years Foundation Stage Curriculum which bases teaching and learning around the principles of observation, assessment and planning for each individual child. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development. Within the baby room, planning is based around the three main areas of learning (Personal, Social and Emotional, Communication and Language and physical development) with the 2 to 4 year olds, the three main areas remain significant, but the four specific areas are also planned for (Literacy, Mathematics, Understanding the world and Expressive arts and design).

The children's progress is monitored through base line assessments within the first few weeks of starting nursery. The key worker will then continue to track and monitor the children's development through observations, termly reviews and a 2 year progress check focusing on the three prime areas of learning. This information is then sent home to parents termly.

The key person and SENCO work closely together to ensure early identification of any difficulties or a need a child may have, which is then discussed with parents.

Planning is differentiated to meet the needs of each individual child and the children's play and learning is further enhanced as the staff implements planning and assessment which is securely based around the child's interest. Additional adult organised activities add variety to the current themes and interests of the children.

Provision mapping is used to target groups of children with regards to Physical and Sensory development, Cognition and Learning, Social and Behavioural and Communication and Interaction. We use Targeted Learning Plans to support children identified at Wave 2/3 of the provision map.

The staff uses circle and snack time and self-registration as an opportunity for children to express their views. We use Tapestry (an online system) to log children's observations and share learning with parents. We encourage parents to come into nursery and share experiences with their children regularly. The tapestry system is used as a nursery/home link.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

The enthusiastic team of staff have created a warm and very safely maintained environment within which children feel very secure. The exciting range of activities planned with children's individual interests and needs in mind ensures that all children receive good levels of challenges appropriate to their age and stage of development.

The nursery is well established and well-resourced and any additional funding is used to offer additional support or resources to enhance children's learning.

The setting has experience working with a variety of other professional agencies and will refer to and gain support when needed. Staff work well with external professionals who visit children at the setting in order to provide consistency of opportunities. Staff are supported by the SENCO when making reasonable adjustments to implement Targeted Learning Plans.

Our staff ratio allows for the key person and SENCO to attend any sessions/ meetings that may arise regarding the child's progress of development.

Reviews

What the setting provides

Before a child starts nursery we offer visits for the parents/child to meet with their key person and familiarise them with the setting and routines, also each child receives an All About Me book and the babies a daily routine sheet so that the key person can then familiarise themselves with the child before they start.

In the baby room each child has a daily care diary which is e mailed via Tapestry with feedback to parents on nappy changes, sleep times and dinner and tea routines, there is also a comment on how the child has been throughout their nursery day. Within the 2 to 4 year old room, parents talk to the key person and other staff members on arrival or at the end of the day about their child. All other relevant information is placed on the door at the front of the building.

Parents are encouraged to be involved in their child's learning right from the start and throughout their stay at nursery by commenting in their child's learning journey, completing age band trackers and talking with their key person. This shared information about a child helps inform where a child has reached developmentally and highlights the next steps that are monitored against the EYFS age band of development.

We have an open door policy where parents can feel free to discuss any issues or ask any questions.

Transitions

What the setting provides

All children are offered pre visits before they start nursery, so that child and parent can meet the key person and other members of staff, and familiar themselves with their surroundings. We also do transitional visits when a child moves through from the baby room to the 2 to 4 year room. If a child moves to start a new setting, the parents are encouraged to share their learning journeys and their key person will write a review in terms of development regarding the EYFS. The key person is also available to liaise with the new setting if required. If a child makes the transition from another setting, the key person will contact the nursery for any relevant information regarding that child.

For a child leaving for school we arrange and encourage teachers to attend our setting to meet the children and discuss the child's development.

Staff Training

What the setting provides

All members of staff are qualified at Level 3 with the nursery manager at Level 5 and one practitioner at Level 6.

The staff undertake the following training and re new their certificates when required

- Paediatric First Aid
- Safe Guarding Level 1 and 2
- Common Assessment Framework (CAF)
- First aid at work

All staff members are also food hygiene trained

We employ a cook who holds all the relevant qualifications and she is aware of each child's needs and adapts food accordingly.

Further Information

What the setting provides

Parents are made to feel welcome both at the beginning and at the end of the day, where they can happily talk to members of staff about their child. If the parents feel they need a longer discussion, then they can make an appointment at a time suitably for them.

If a parent is unhappy, the manager is always available to discuss any issues, we also have a procedure for dealing with complaints, which is found on the parent's notice board at the entrance of the nursery.

The setting provides a wealth of information to engage parents with; displays, newsletters and daily discussions provide a varied forum for the quality exchange of information. All staff support early citizenship in many ways, including lots of fund raising events i.e. Toddle waddle to raise money for Barnardos, also each year we create harvest baskets with the children which we then donate to the local church to pass on into the community.

For other further information please contact the setting by :

- Using our open door policy
- Website – sceptrenursery@ericwright.co.uk
- Telephone – 01772 694747
- In writing – Sceptre nursery
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