

The Local Offer

Name of Setting: Childminder

My child has SEND. I would like to look around. What do I need to do?

- Phone the setting to arrange a visit, and have a brief discussion about what you as a family require – days of the week, hours, any special requirements,
- When the phone conversation takes place you will be asked to make notes on anything that you would like to ask at initial visit to the setting. This is so that you gain as much information from the visit as possible.
- Visit the website to find out more information
- You can visit my page on the www.childcare.co.uk website – to do this access the website then search for childminders in your area using postcode
- A welcome booklet and the settings policies can be given to you (or emailed)

How will my child and I be made to feel welcome and how will you get ready for my child coming?

- Once you have decided to use this childcare facility, pre-visits will begin. These visits will allow you and your child to become familiar with the setting.
- Home visits are also offered, these allow the setting to see the family in their home environment giving me a greater understanding of what the child and family needs and for you to get to know me.
- Visits are unlimited and are there to make all involved with the child comfortable, and for the setting to gain as much information about the child and families needs to make caring for the child and their needs a positive experience,
- An Individual need of your child's daily routine form is to be filled in prior to your child starting at the setting. This will give me understanding of times that your child needs certain things such as sleep/rest time, medication, meals.
- An "All about Me" form is to be filled in by the family prior to the child starting at the setting; this form will give me an insight into the child's likes, dislikes, favourite toys and activities.

How accessible are your premises?

Although the house is accessible, there are a few low level steps. Adaptations can be made if needed once discussed with the family.

As I do practice free flow play between indoors and outdoors, any adaptations that need to be made will be discussed with family.

In the playroom all toys are accessible and at the children's level.

Lounge space is a family area that is used for quiet time,

Kitchen area is where all cooking and food preparation is done; children can help with this at child height tables.

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Dining area is where meals are eaten and all creative activity equipment is stored, again this is at the children's level for them to access what materials they would like to use.

Downstairs toilet is used by all the children and contains hand washing facilities and space for nappies to be changed allowing privacy for the children.

Ramps can be implemented if required.

How will you keep my child safe?

A behaviour policy is in place for children to manage their feelings & behaviour in line with their individual development. Challenging behaviour is considered in partnership with parents and other professionals; steps can be put in place to help us all with behaviour, according to the child's individual needs.

A safeguarding policy is in place to protect the children, DBS (Disclosure and barring service) checks have been completed for all people who work in the setting.

Risk assessments are completed and updated regularly to ensure the safety of all within the setting. These risk assessments also cover when we leave the setting, for example, park visits, day trips and using the car. Risk assessments will also be carried out on the setting prior to a child with SEND arriving; this is to ensure their safety and wellbeing.

The setting is Ofsted registered and was graded Outstanding at the last inspection.

Dietary requirements and any allergies are taken in to account and discussed prior to a child starting at the setting. Action plans can be put in place for allergies if need be.

Medication forms are completed and signed by parents/carers to allow medication to be given, these forms will state times, dates and medication type to be given and these will be checked by parents and signed, to ensure that everyone understands what medication has been administered.

Accident and incident forms are in place and used to record any accidents your child may have or incidents they are involved in. Information from these forms is used to risk assess how the accidents or incidents may be prevented in the future, these are shared with parents.

How will you communicate with me what my child has done, enjoyed and learnt?

As well as verbal feedback on a day to day basis your child will have their own communication book. In here I will write down what meals they have had & a brief description of what they have done that day. Parents/carers and other professionals that regularly see the child are encouraged to add to the book on the child's day off, this gives us all an insight into what your child has been doing elsewhere, this also allows me to plan effectively for your child.

I also compile a learning journey for each child, this is full of photos and observations of what the child has been doing and this is linked back to the EYFS (Early Years Foundation Stage) showing that I follow the curriculum. To compile the learning journey I complete progress summary forms, individual trackers and two year old check forms, these allow me to follow and track your child's progress and allow me to plan effectively for their needs

Regular meetings can be set up for you to discuss your child's care and their needs,

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Display boards with what we get up to are in the playroom this can be viewed at anytime.

We have a face book site that is set up for me to share any up and coming events and share what we have been getting up to, parents can use this site as a way of contacting other parents from the setting as well as sending in ideas & sharing what they have been up to.

I try to encourage parents to communicate out of the setting, this can include social events, meeting up for play dates or informal family days at the setting where parents, siblings, grandparents or anyone else that is special in the child's life can come along and be part of the setting.

How do you work with other professionals?

I work closely with other pre-schools in the area, we share training days and new ideas allowing me to keep up to date with what is expected of me as a childcare provider.

I have a close relationship with the children's centre, I use them on a regular basis for information and I access their services to help both myself and the families that are part of the setting

Health visitors – health visitors can refer you for additional support, I can work closely with your health visitor to make this process smooth and offer them as much information as I can to aid their form of support given, and I have helped to refer families via health visitors for sessions such as baby massage and toddler talk.

What training have you /your staff had in SEND?

I have nearly 4 years childminding experience and 3 years previously working in a private day nursery.

I have graduated with a BA (Hons) in Education Studies and Early Years as well as gaining my EYP (Early Years Professional Status) both of these courses cover a lot of information regarding all sections of childcare, some areas that were covered on these courses were – inclusion, equality, diversity and culture

I appreciate the importance of understanding SEND and I would access any relevant training to meet the child's needs

I have attended courses and hold certificates in – Paediatric First Aid, Safeguarding children, Baby and infant massage,

I have had epi-pen training and asthma training

I have also attended "inspired training" sessions which is designed at enabling environments and providing play opportunities to suit the needs of every child, allowing every child to become included and respected,

How will you adapt play opportunities for my child?

Firstly I will discuss with parents how they their child enjoys play, also through observations of the child at visits, both at the child's home and in the setting an idea of how play opportunities can be adapted to allow inclusion of all within the setting.

I will use my inspired training, these sessions demonstrated how to adapt all activities and resources to support children inline with their developmental learning and interests as well as their needs, for example playing with fabrics, using different textured fabrics, noises and colours, children of all

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abilities can join in and use the fabric in their own way, a child may choose to sit and play with the bright coloured fabrics where as another may wrap themselves up in it, others may use furniture to create a tent like structure, all children involved gaining the most out of their form of play.

We would also consider what other professionals are involved with the child, they may have an individual educational plan in place and this can be woven into the setting's play structure for the benefit of the child.

In the setting it is important that children's play is supported and children's interests are taken on board, open ended play is encouraged and children are encouraged to take the lead in their play. In the setting, modelling a play opportunity can be a way of encouraging a child to become involved allowing them to become curious and join in. Both indoors and outdoors are used equally for the children.

How will you get ready for my child going to his/her new room/ school?

We will gain parental permission to share key information with any new setting; this information will include the child's specific dietary, medication and specific needs as well as their learning and development needs.

Transition summary of progress will be completed and the child's learning journey will be shared with the new setting, a meeting can be set up for both settings to meet and discuss the child's developmental needs as well as what the child enjoys and how they are made to feel comfortable in the setting.

When it is nearly time for the child to move to a new setting, visits can be made with the child and myself to see the setting and allow the child to make the move as smooth as possible, extra visits can be arranged to ensure the child settles comfortably and care provided becomes consistent.

A photo book of the setting can be helpful, allowing the child to take this into a setting to show one setting what they enjoy doing at another setting and how it is adapted to suit the child's needs.

How will you and I know how my child is doing and how will you help me to support my child's learning?

Children's progress is tracked through observations, these are both photographed and narrative, these make up the child's individual learning journey, these observations are linked to the EYFS and tracked on a developmental tracker then used to provide a progress summary for the child; possible lines of direction are determined through observations and taking into account the child's likes and activities enjoyed. Children's progress is shared with all parents/carers and any other professionals that are involved with the child. Between the age of two and three a Two year progress check will be completed and this too can be shared with relevant professionals.

Regular discussions with all professionals surrounding the child are encouraged and planned for.

Children have input into their learning journeys and are encouraged to help with compiling them; at the setting it is important that all children have a voice and they are listened to and respected.

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The setting share with other professionals how the child is getting on and between us we share professional training plans.

Parents are encouraged to become part of the setting and come along when they can, play days are regularly set up for parents to meet and get to know each other, newsletters are sent out regularly to let parents know what is going on both in and around the setting.