


## Local offer

Setting Name and Address	Little Leapers		Telephone	01772 726408
	Greavestown Lane		Number	07969 770555
	Lea		Website	
	Preston PR2 1PD		Address	
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:  We have experience with working with children with Speech and Language delays and children on the Autistic Spectrum. We have also helped children who have had behavioural concerns and used strategies successfully to help them at Pre-School and at home.	
				
What age range of pupils does the setting cater for?	2-4			
Name and contact details of your setting SENCO	Mel Parry 07969 770555			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Sue Rigby Manager		
Contact telephone number	07969 770555	Email	Sue.rigby@littleleapers.co.uk



## The Setting

### What the setting provides

The setting provides for children from the age of two. We have two rooms, the first is the Ocean Room which is designed specifically for the two year olds, as the children grow and develop we include resources to reflect this. We also have the Forest room which is primarily designed for the children in their Pre-School year. Here the practitioners concentrate on preparing the children for school both academically and emotionally.

Within the setting we have a SENCO (Special Educational Needs Co-ordinator), Mel Parry, she co-ordinates all of the paperwork and assists the Key Workers in helping children who need additional help. We have a PICO (Parental Involvement Co-Ordinator) in each room, Asha Taylor and Cheryle Hodgkinson, they use different strategies to ensure parents are informed of their children's development as, we believe, parents are key to their child's learning. We have an ENCO (Equality Named Co-Ordinator) Mel Parry who ensures we have equality for each individual child in Pre-School. Every child will have a Key Worker nominated to them before they start at Pre-School to ensure a strong bond from their very first visit.

## Accessibility and Inclusion

### What the setting provides

The Pre-School is set on one level with wheelchair access at the main entrance, the doors are all widened to ensure wheelchair access throughout the building and the Forrest room also has wheelchair access to the outdoor play area. We have a wet room facility in the Pre-School with a working shower. We have small toilets designed for the children with automatic taps. We also have a changing area with a nappy disposal unit. The flooring in the Ocean Room is all washable with comfortable matting or removable carpets where the children play on the floor. The cosy corner has soft furnishings and bean bags to ensure a relaxing atmosphere. The room is bright with two roof lights and is cleaned on a daily basis. Every term we give the room a 'deep' clean and sterlise toys in Milton on a regular basis (more often if viruses are rife!) The Forest room is also a bright room where a lot of the area's are on a table height level, we have an interactive television which is loved by the children! The flooring in this room is mainly washable with a small carpeted area.

We have a large outdoor area which is covered 80% by grass. It has a pathway all of the way around it which is accessible with a wheel chair. We have a raised flower bed and sandpit and lots of area's of interest including a willow den and fruit trees.

We have a locked cabinet in an area where children are not able to go which is for prescribed medicines, we are careful to complete paperwork on doses with the parents prior to

**administering.**

## Identification and Early Intervention

### What the setting provides

On their initial visit to the Pre-School parents will complete and 'All About Me' sheet with either their child's nominated Key Worker or the Manager, this gives us a base line assessment to work from. Parents are welcome at this initial visit to discuss and concerns or needs their child may have. When a child starts at Pre-School we observe them in play with their peers and their Key Worker, the Key Worker will also make observations on their first few weeks. If the Key Worker has a concern, they will talk to the SENCO and in turn to the child's parents to see if they have also noticed anything at home. Initially we may discuss with parents trying strategies which may help, or if the concern is strong enough we would contact IDSS (Inclusion Teacher) Rachel Trenchard at LCC. Rachel will come and observe the child, talk to parents and discuss with action we need to take next.

We have good Policies in place to ensure all children are treated as individuals and fairly. Staff have good communication with each their Manager/SENCO and will also discuss concerns at the regular Staff Supervision Meetings.

The SENCO will work with the Key Worker and parent to set up a TLP (Targeted Learning Plan) which will be reviewed on a regular basis.

The SENCO may set up a CAF (Common Assessment Framework) form to liaise with other agencies such as Paediatrician, Educational Psychologist, Health Visitor etc. SENCO will also signpost parents to other agencies which may help them such as Children's Centres.

The SENCO may then also arrange a TAF (Target Around Family) meeting with the parents and the other professionals, to discuss ways in which we can help your child best.

If we feel your child needs support early on we will use AEN (Additional Educational Needs) Funding which is provided to us on a termly basis. We can either use this money to employ another member of staff to watch the room, freeing up your child's Key Worker to work with them closer or on resources which we feel your child will benefit from. We may also be able to apply for AIS (Additional Inclusion Support) funding to help your child further.

## Teaching and Learning Part 1 – Practitioners and Practice

### What the setting provides

We have a base assessment with children when they start at Pre-School when the Key Worker/Manager completed the 'All About Me' form with the parents on their initial visit. From this form the Key Worker will start to plan activities around your child interest from their very first visit. Once settled the Key Worker will make observations and plan activities to help your child's development. The Key Worker uses two method of observation, including significant comments (quick notes of what they have seen) and Learning Journey, which has picture proof along with a brief description of what the practitioner has witnessed and link it to the different areas of the EYFS (Early Years Foundation Stage). These observations are then used to tick off achievements in the EYFS and on a termly basis a tracker is completed to ensure your child is developing in all areas.

If we have concerns that development is not consistent in all areas your Key Worker will then ensure all future planning involves challenged for your child in these areas. Eg if a child's Physical Development seems to be not improving as quickly as we like your practitioner may include activities such as hanging a balloon up so your child can 'bop' it and then make it higher to make it more challenging! This is to help close the gap on your child's development.

The Staff Supervision discussions again help staff discuss any concerns and how we can move your child forward and using a TLP.

We like to take your child's views into consideration when planning activities for them, we will look at what they like, it is also very important in our planning that parents have input into their child's interest and things that may be going on at home eg religious celebrations, holidays, special days out etc and we can also include this in our planning. We give parents our e-mail address to send pictures for us to print. We also use resources such as happy/sad faces and a now and next board to help your child give us their opinion and choice.

If we think a member of staff would benefit from specified training to help with your child, we will also supply this to ensure your child gets the best care we can provide.

As parents are key to our planning and helping your child develop and also the fact that parents have a keen interest in their child's provision, we can provide a home/parent diary on request – this helps you understand what we have been doing throughout the day and link it to your activities at home.

We are also keen to help parents with any concerns they have and if we can't help you from here, we will signpost you in the right direction.

## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides

AEN money is used to help resource the Pre-School if required and we have a bank of resources to help us provide for the age and stage of your child's ability. If we have a child with additional needs attending the setting, we often use our AEN money to employ a member of staff for a number of hours (this member of staff helps out every lunch time and is a known face around Pre-School). This member of staff will help in the room, freeing up your child's Key Worker to help with extra activities and planning. We also need to cover the Key Worker when other professionals visit Pre-School to assess your child and give us ideas on how we can help progress your child, such as SLT (Speech and Language Therapists) or HLTA (Higher Level Teaching Assistants) etc, their advice is taken and used in future planning.

We use a very good tool to help develop children's Speech and Language skills, this is called WELCOM. All staff in the setting have had in house training on this resource and use it regularly assessing all children and using it in planning to move children forward in their speech and understanding.

We also have good contact with the local Children's Centre and they are always happy to help out with resources for children with additional needs if we cannot source them or only need them for a short time. They also offer advice to us on specific additional needs and have been into the setting to run sessions with the whole group when they introduced us to WELCOM. The children's centre also provides us with a translator should we need it, which we have in the past. Often, especially when parents have concerns, we find it useful to have someone to help explain both parents concerns and what we can offer as a setting to the parents and their child.

Key Workers have experience with Autism, Speech and Language difficulties and behavioural concerns. Often these can be resolved in Pre-School to ensure your child is ready for school, or sometimes we may need further help from other professionals.

## Reviews

### What the setting provides

We believe a strong relationship between parents and their child's Key Worker is paramount! Your child's key worker will be available at both drop off time and collection time for an informal chat about how your child is doing. We can also provide and 'Home Diary' in this will can note what activities your child has accessed throughout the day and things like changes of nappy, what they have eaten and achievements, it is also important that you let us know how your child is doing at home so that we can extend that into Pre-School, children learn (we all do) when things are relevant to them, eg if you get a new car, you spot them everywhere when you perhaps didn't notice before – the same is for children's learning, so if they have a favourite TV programme (say Peppa Pig) we could use Peppa Pig toys to help your child access different areas.

We also have a mobile phone, you can call or text any time throughout the day to see how your child is getting on. We also have an e-mail address which we encourage you to use to send pictures of your children at home, with their family, trips to the park etc and we will print them off and display them for your child to see.

We take advice from other professionals before completing a TLP and we will discuss this with you and activities you can do at home to complement what we are trying to achieve. We will discuss with you the outcomes of our hard work after a set time and how we can move forward with more activities.

We have a termly parent meeting with your Key Worker to look through your child's Learning Journey and talk about your child's progress, this is an ideal time for you to talk about your likes and dislikes and what you expect from Pre-School.

We have an open door policy and invite parents to come into sessions as Parent Helpers, we are always looking for 'talented' parents to help out with activities in Pre-School, from gardening to baking or even talking about cultural celebrations, we value parent input and feel all of our children benefit from your experience.



## Transitions

### What the setting provides

Children who come into the setting are welcomed with their parents for the initial visit, we complete the 'All About Me' sheet and talk and your Key Worker will talk to you about your child's likes and dislikes. The next steps are entirely down to your child and how well they settle, if they are happy to be left for a short time only a couple of free trials will be needed before starting at Pre-School, but some children may be less confident and need more trials, this is absolutely fine and we will only start your child here when both you and your child are happy. Your Key Worker will work out activities around your child's 'All About Me' sheet, such as if they like cars we will ensure the cars are out ready. Again you are welcome to text or call for updates throughout the day.

When a child moves to the next room, parents, your child's Key Worker and your child's new Key Worker will have a short meeting to discuss your child's developments, likes, strategies to help your child and a tour of the new classroom. Your child's new Key Worker will then visit your child in their current room and then your child will have short visits in their new room, with their old Key Worker. Only when your child is entirely happy will they move up, your child's old Key Worker will always be on hand to help out if needed.

When a child moves to another setting we will have a final meeting with parents and discuss their Learning Journey and achievements, we will also talk about what information we can pass onto the new setting. If we are the lead professional on the CAF we will arrange a transition TAF (Team Around Family) meeting to include all professionals and a representative from the new school/nursery, at this meeting we will ensure the new school/nursery are fully up to speed with any additional needs and what successful strategies we have used and give them a base line assessment to work from. We will also ensure the lead professional is changed to someone who will be with your child on a regular basis, such as the school SENCO. We have in the past taken pictures of children on their journey to school, their new teacher, where to hang their coat etc and make a book – copies go to the child and parent, one stays in Pre-School and one at the new school. This can be looked at on a regular basis with your child to ensure they are aware of the changes that are going to happen. Your key worker can also come along on your first visit to your new setting and we will welcome your new settings key worker here.

## Staff Training

### What the setting provides

The Manager is currently training towards a Diploma in Managing and Early Years Setting. The room leaders are at level 3 (one holding the NNEB Certificate) we also have another member of staff at level three. Two other members of staff have a level two, we will be looking into them training to level three in the next 12 months. We also have another member of staff who is

**qualifying for her level two and wants to proceed to level three when she has finished.**

**The Manager and one room leader recently completed a course on the WELCOM programme and brought this back to Pre-School and trained the other staff in house. Another member of staff has completed one day on the SOLIHUL approach and is due to complete the second day in two weeks, at staff meetings we discuss what we have learnt with other staff and implement any good strategies into Pre-School.**

**The Manager SENCO has attended several courses to help recognise when children have additional needs, what to do when we think a child may have additional needs and communicating with parents. These courses include inclusion in our setting, how we can change our setting to meet the needs of each individual child and being prepared for children with additional needs.**

## Further Information

### What the setting provides

For further information about our setting, please contact Sue Rigby (Manager) on 07969 770555 or pop in between 9-3 term time only, no appointment necessary.

At the beginning and end of the session, even though we encourage children to be dropped at the door for independence and for health and safety reasons. Your child's Key Worker will be available if you need a chat, we have an open door policy which means you can come in anytime to talk about any concerns you may have or progress made.

We encourage parents to give us as much input as possible about home life as you know your child best of all, we can continue experiences from home life in your child's learning. You are encouraged to e-mail your key worker with any pictures of outings you may have had.

We also have a mobile phone, 07969 770555, you are encourage to call or text If you have any concerns or require updates on your child throughout the day.

If you have any concerns about your child, the first port of call would be to talk to your child's Key Worker who will be the person who knows your child best in the setting. If you are still concerned please talk to Sue Rigby, the setting Manager. If you want a serious discussion, please make an appointment with any member of staff to ensure one on one quality time to talk.

If you require, although not normal practice, we can arrange a home/Pre-School diary where we tell you about your child's day here and you can let us know how your child is getting on at home, this also helps us plan for your child on a more personal basis.

We have meetings on a termly basis Key Worker/Parent to discuss your child's Learning Journey and the progress they are making.