



**SEN and Disability**

**Local Offer: Early Years Settings**

**Name of setting:** Little Explorers  
Nursery & Preschool

## The Setting

Little Explorers Nursery & Preschool is a private nursery situated in close proximity to Buckshaw Village and Euxton. We have good public transport links including a train station situated within a 10 minute walk.

The nursery is registered 116 for places providing 30 places for 0-2 year olds, 56 places for 2-3 year olds and 30 places for 3-4 year olds. The places are organised into 5 rooms, 2 of which are baby units which are located on the first floor, Caterpillars (0-1 year old) and Butterflies (12-24 months old), although this is a flexible arrangement dependant on the needs of the children. The Bumble Bee's and Ladybird's rooms (2 & 3 year olds) are based on the bottom floor. Pre-School (3-4 year olds) are situated in the annex building located at the back of the main nursery. The main nursery and the Pre-School annex are joined via the garden. We offer a range of sessions including full time and part time which suit the individual needs of parents and children. The nursery is open 52 weeks of the year (with the exception of bank and public holidays), Monday- Friday from 7:30-18:00.

Each unit has fully qualified practitioners ranging from level 3 and rising to EYT (Early Years Teacher). The Baby Units are led by our Senior Practitioner who is supported by four practitioners. The Bumble Bee's room is led by our Deputy Manager who is supported by two other practitioners. The Ladybird's room is led by a Lead Practitioner who is supported by 2 other practitioners. The Pre-school room is led by our Early Years Teacher who is supported by 3 other practitioners. The senior and lead practitioner's role is to lead and support practitioners, monitor the provision on offer and ensure there is consistency between the rooms.

In addition to the lead and senior practitioners the setting also has practitioners with additional responsibilities, these include; Parental involvement coordinator (Kelly Pennington), Special Educational Needs Coordinator (Amanda Pemberton), 4 Safeguarding officers (Nicky Norton, Amanda Pemberton, Alex Murtagh & Sally Ashworth), Health & Safety officers (Nicky Norton & Amanda Pemberton), Behaviour officer (Rachel Pennington)

The Nursery Manager – Nicky Norton has the overall responsibility for the setting. She is supported by a Deputy Manager – Amanda Pemberton, a Senior Practitioner – Sally Ashworth and the Early Years Teacher – Alex Murtagh

## Accessibility and Inclusion

### What the setting provides

Little Explorers Special Educational Needs and Disability policy conforms to the Lancashire local authority admissions policy, giving priority to children with Special Educational Needs, where possible.

All policies for the nursery are available on request.

### The Nursery building

The setting is housed in a two storey building with a separate two storey annex building which houses the Pre-School room. Both buildings are wheelchair accessible from the front and a ramp at the back of the main building. However we have no lift so wheelchair access is limited to the ground floor. There are six accessible parking spaces at the front of the building and a further six at the rear. Adjacent to the building is a large car park which our service users can access if required. The setting is accessible via an intercom/buzzer system which links to each of the rooms and office. The main front door and interior doors to the classrooms have keypad locks, these codes are changed on a regular basis to maintain security.

Access to the first floor (baby units, kitchen and upstairs office) is via 18 stairs. On the stairs there is an adult handrail and a children's hand rail.

Access to the Pre-School room which is situated on the first floor of the annex building is via 17 stairs. On the stairs there is an adult handrail and a children's hand rail.

The setting has 3 evacuation cots accessible at all times. The management team carry out regular fire drills to make sure that all practitioners are confident with the evacuation procedure in the event of an emergency.

Medication is clearly labelled with child's name and stored in the medication cupboard in each room or the fridge (located in the kitchen). Parents will be asked to sign a medication form to ensure that the correct information has been documented before they leave their child. When medication is administered, a witness is present and both practitioners must sign to say that the medication has been given. At collection time parents are required to sign the medication form to acknowledge that the medication has been administered that day.

To administer medication staff must hold a level 3 qualification and have their Paediatric First Aid and be signed off on the induction checklist.

There are seven toilets accessible within the main building. One are adult facilities, one disabled and five child sized toilets, all of which have access to hand washing facilities. The disabled toilet has two handrails (63cm height) and automatic lighting. In the Pre-School annex there are six child sized toilets, all of which have access to hand washing facilities and on disabled toilet.

There are changing facilities in all baby units, the children's bathroom on the ground floor along with potties.

Each area has appropriate facilities for disposal of nappies.

There is a small pram store (6ft by 4ft) outside the main building to the side of the car park. The

key is kept on the parent's notice board inside the nursery in the reception area. The pram store can also be used to store and specialist equipment needed, e.g wheelchair.

The corridors are illuminated by strip lighting, there is no natural daylight in these areas. The walls within the nursery are painted cream and the skirting and architrave is white.

There is a combination of carpet tiles and karndean flooring within each of the classrooms. The corridors are carpeted and vinyl is used in the kitchen.

All internal doors are 32" wide which are accessible for wheelchair users. The interior doors have vision panels with the exception of toilets laundry and storage cupboards. The laundry cupboard is locked at all times and the key is accessible to staff. Each classroom is clearly labelled with consistent signage.

There are parent information boards in the entrance of the nursery. These contain relevant information about the setting, including some policies. The information boards also contain information about menus and staff working in the setting.

### **The rooms:**

All of the rooms are illuminated with LED lighting, the walls are painted a pale colour and display boards are backed in hessian/neutral backing at both adult and child height providing a natural feel.

Each of the classrooms use fabrics, rugs and canopies to create cosy areas for relaxation and play. All rooms have storage units and The Ladybirds room has their own fridge for storing milk/food. Furniture is accessible for children using walkers or other specialist equipment.

All rooms are cleaned on a daily basis by our cleaners or practitioners. Floors are vacuumed and mopped on a daily basis and every 12 weeks we have all carpeted areas deep cleaned. Toys are sterilised regularly on a rota basis which all staff take part.

In the **Baby units (Caterpillar's & Butterflies)** there are low wooden chairs and tables along with highchairs, bumby's and baby pods. The Caterpillar's room has 1 cot and baby nests available for children to sleep in along with baby pods, Butterflies use fold away beds. Each child has their own bedding (provided by nursery) which is washed at the end of the day.

The resources are suitable for 0-2 year olds, with a range of ICT, heuristic and sensory play. Several activities are brought to floor level with the use of turf tubs and sand/ water trays. Each of the baby rooms have nappy changing/ disposal facilities.

In the **Bumble Bee's and Ladybird's room (2 & 3 year olds)** there are toddler sized chairs and tables. Toys are stored in child height units to ensure the provision on offer is accessible to all. Turf tubs are used to bring activities to floor level and the sand and water trays are height adjustable. Resources are suitable for 2 & 3 year olds although resources may be borrowed from the baby unit if they are more appropriate to a child's development. All resources are clearly labelled with both print and photographs. The room also has free flow to the outside garden area.

In the **Pre-school room (3-4 year olds)** there are wooden tables and plastic and wooden chairs (two different sizes). The resources are clearly labelled, stored in child sized units and organised in areas of provision. The children have access various ICT toys, for example a computer and printer which are situated on a low level computer table, an inotab within the book area, card machines and tills in the role play, an audio player and an interactive turn table which is height adjustable. Children have direct access to the bathroom at all times and are encouraged to be independent.

### **The Outdoors:**

The outdoor environment has a mud kitchen, large digging/ construction area, balancing beams, a designated area for large physical play and a summer house.

On the decking area we have water play, story shed, mark making, activity boards and small world activities. This area is covered in artificial grass.

Surrounding the outdoor area is a 6 foot fence with some outdoor lighting to provide a safe, secure outdoor provision. The grounds are maintained by our caretaker and practitioners. Resources are taken outside daily and are chosen and adapted to suit the needs of the children attending the nursery.

We have outdoor storage to house the outdoor equipment, e.g. sand toys, mud kitchen and P.E equipment.

### **Identification and Early Intervention**

At Little Explorers we closely monitor children's progress through observation. Each child has their own learning journey which include observations of your child in nursery with links to the Early Years Foundation Stage (EYFS) curriculum and highlighted next steps, observations/ comments from parents, EYFS tracker/ baseline assessment and termly development reports. An opportunity to discuss learning journeys with parents is during a tour of the nursery or when their child is due to start. All practitioners explain to parents how the learning journeys work, what they are for, what is in them and how parents themselves can contribute to them but accessing their child's Learning Journal online. Children's learning journeys are completed by the key person and are accessible at all times. The key person will also invite parents to attend termly Parents Evenings to look at the learning journey and discuss progress/ attainment as well as any concerns. Further appointments may be made outside of these to discuss issues/ concerns in more detail. Summative assessments are completed at the end of each term in partnership with parents. Parents can identify the areas their child is making good progress and reaching a stage typical for their age. The lead practitioners and deputy manager (SENCO) examine each child's development, if a child appears not to be making good progress it is discussed with the key person and parents. For children who are making little progress strategies are put in place and a targeted learning plan (TLP) is devised. The targets are agreed with parents and key person and reviewed approximately every 6-8 weeks with the Special Educational Needs Coordinator. Where progress continues to be limited a Common Assessment Framework (CAF) will be completed, this is done with parental consent. Once the CAF is submitted any professional who is working with your child or received a referral to provide support for your child will be given a copy of the CAF, the CAF sets targets and highlights who is responsible to carry out those tasks by a given time. To complement the CAF, Team Around the Family (TAF) meetings are held in order to review and evaluate targets and establish new ones without duplication of support. TAF meetings take place approximately every 8 weeks. The nursery works with other professionals such as Speech and Language Therapists, Outreach Practitioners, Health visitors and Physiotherapists. This is often through a programme of work which involves the practitioners carrying out specific support for individual

children as well as the specialist professional. Little Explorers also work with the local authority Inclusion Teacher, with parental consent a 'request for guidance' is completed and submitted to the IDSS team. The Inclusion Teacher visits the child in nursery and provides some additional advice and guidance to practitioners to support them in meeting the needs of the child. Along with the children's learning journeys we also undertake the 2 year progress check. This check is completed on all children of this age and is a requirement of the EYFS. The 2 year check requires us to discuss with parents the child's strengths as well as identifying any concerns. Where the check suggests that a child may be experiencing delay or some difficulties in their development appropriate next steps are discussed with parents, this could result in a Targeted Learning Plan being devised. The ethos of the nursery is to work in partnership with parents, if a parent is worried about their child they can speak to the child's key person or nursery SENCO. It is important to involve parents throughout the assessment process and encourage them to add their views and experiences. In our setting we use provision mapping to identify ways in which we support all of the children within the nursery. The provision map is split into three waves, wave 1- what we provide for all children, wave 2- for children who need a little bit of extra input and wave 3- children who need specialised/intensive intervention. We use the provision map to identify ways in which children can be supported

## Teaching and Learning Part 1 – Practitioners and Practice

Little Explorers nursery works within the Early Years Foundation Stage (EYFS). Practitioners refer to DoE Development matters as well as the Statutory Guidance to support planning activities and provision for children in our care.

On entry the key person will carry out a baseline assessment which is completed in partnership with parents. This assessment provides the key person with an initial overview of the child's current development allowing practitioners to highlight characteristics of effective learning and identify the child's age phase.

Summative assessments are used every term to identify individual learning plans (where applicable) building on children's strengths and promoting areas where there is less progress. Alongside the summative assessments we use formative assessments (development reports and EYFS tracker) which are used to discuss with parents at our Parents Evenings, these take place termly. Using the online Learning Journals we observe the children and link to the EYFS and a tracker is collated from the observation which parents can see when they look at their child's Learning Journals.

The EYFS is split into seven areas of learning, there are three prime areas and four specific areas. In the 0-2 year old units there is a focus on the three prime areas of learning (Communication and Language, Physical and Personal, Social and Emotional Development). An example of an activity would be exploring a variety of sensory treasure baskets using all of the senses. Within the 2-3 year old unit the prime areas are still meaningful but there is an emergence of the specific areas of learning (Mathematics, Literacy, Understanding the World

and Expressive arts and Design). An example of an activity from the 2-3 year room would be arranging familiar objects and classifying them into groups of similar characteristics. Once the children reach 3-4 years old, the prime areas are still focussed on but there is a balance between prime and the specific areas of learning. These include a balance between adult and child led activities and a focus on school readiness.

Little Explorers adapt learning experiences and provision to meet the needs of all children attending the setting. Practitioners differentiate the activities and provision that is on offer, for some children a higher level of differentiation is required, this may be because they have an additional unmet educational need.

All staff are attentive to the development needs of the children in their care and are mindful of this when differentiating provision and activities so that all children have access to the setting in a way that is appropriate to their needs. All children attending Little Explorers nursery are allocated a key person. The role of the key person is to liaise with parents, informing them about their child's time at nursery. They are also responsible for conducting observations, highlighting meaningful next steps and ensuring that learning journeys are up to date. Little Explorers believe that parents are children's first educators. It is the role of the key person to work with parents to develop ways in which they can aid their child's development within the home and sustain positive relationships through listening parent views and ideas.

To support parental involvement we supply home links, show and tell and in pre-school the travel bear to take home providing activity ideas as well as links to the EYFS curriculum. In addition to this we invite parent/carers to take part in Stay & Play sessions- these sessions have a focussed theme and learning experiences/ activities covering the seven areas of learning. These sessions run termly. We encourage parent/ carers to attend any open events/fun days throughout the year to witness the development of the nursery and ask any questions they may have. When a child is ready to move to the next room the key person will complete a transition document which is discussed with parents at a liaison meeting. The parents are introduced to the child's new key person and are given an opportunity to view the new environment and be introduced to the staff that will be looking after their child.

At Little Explorers we believe that all children have the right to participate and have their voices are heard in matters relating to their lives. Children are given the opportunity to access their learning journeys and share them with their key person, looking at the photographs and pieces of work completed during the term.

## Teaching and Learning Part 2 - Provision & Resources

### **What the setting provides:**

Each room are provided with a range of resources that are developmentally appropriate for the children attending. It is the role of the practitioners to offer resources that overlap with the age phase above and below to ensure that children who are developing slowly or quickly can access resources to complement their stage of learning and development. We use our provision map to support practitioners to identify some alternative resources and activities available to aid children's needs.

Some children may require access to resources that are significantly different to their age phase, practitioners are aware of this and made arrangements to share resources from older or younger groups. If a child requires specific equipment or resources the nursery does not have available then the SENCO will make every effort to either loan, hire or purchase the necessary resources using the AEN budget.

Any external professionals who visit the children in nursery are encouraged to build a positive relationship with the practitioners caring for the children. The SENCO oversees any additional support carried out by practitioners along with any care/ target plans provided by external agencies. Parents are consulted at every step and are encouraged to give their opinions about the support they need for their child to help them achieve their full potential. For children who require additional support at specific times of the day (for example meal times, focussed group time) the nursery will endeavour to make reasonable adjustments to accommodate this. We provide additional support using supernumerary staff.

When nursery trips or outings are planned, risk assessments are completed on the place we intend to visit and practitioners consider the needs of individual children who will be visiting. Adjustments are made lowering the ratios by half and taking extra staff if possible.

## Transitions

### **What the setting provides**

Children transitioning from room to room within Little Explorers receive taster sessions to their new room with support from their key person and parents. These sessions will be gradually increased so the child will be confident, secure and have formed relationships with the new practitioners and their peers. The child's key person will provide a transition record for the new room, this will provide additional information to support the whole process and to aid the planning process

In-depth transition documents are completed for each pre-school child during the last summer term at little explorers. This document details an overview of the four principles of the EYFS, the child's development stage they have achieved to date, additional information from the key person, parent, and child. Information is included about any additional support the child has received including any external agencies that may have been involved with the child during their time at the nursery. Liaison meetings are held with parents and the key person to discuss all the recorded information. The key person will also seek parental consent to share this information with the child teacher from their new school or nursery.

During the child's last term the practitioners will provide a range of additional activities for the children to explore which will support them with the forthcoming changes for starting school.



School uniforms are purchased for the schools that the children will be attending and will be placed in the role play area, thus allowing children to practice getting dressed by themselves and becoming aware of their individual uniforms they may wear once at school. Enhancements are also provide such lunch boxes, coats, writing books, pencil cases and pens which are placed in the mark making area along with registers that the children can explore. Within the book area school prospectuses will be provided for children to look through, talk about and become familiar with the look and surroundings of the school.

The school teachers will be contacted to arrange a visit to the setting to meet with the children in an environment that the child is already comfortable with encouraging them to feel confident enough to showcase their abilities. If this is not possible the key person and child may attend the school for a visit to their new classroom.

Little Explorers understand that school readiness is about being confident to keep trying and have a go at new things; it's about being eager to leave your mummy or daddy, to rush into school or other new places with a feeling of excitement at what the day might hold and a head full of new ideas to try out. We believe it is about being able to put your coat on by yourself while being resilient enough to try again when it doesn't work out; it's about 'getting on with it', asking for help from others if you need it, without feeling afraid.

## **Staff Training**

### **What the setting provides**

All practitioners have to complete mandatory safeguarding level 1 and 2 training. Our 4 designated safeguarding officers have completed additional training for this role. Other mandatory training completed by all staff are, CAF & CON (common assessment framework & continuum of need), Safer food handling and Prevent duty. All practitioners have regularly supervisions and are booked on relevant course to help them support and promote their job role and knowledge.

We aim to ensure that all staff are paediatric first aid trained. We currently have 19 practitioners who hold full paediatric first aid qualifications.

Staff qualifications:

2 EYT status

2 practitioners hold Degree level qualifications

1 practitioners hold their Level 4 qualification

9 practitioners hold their Level 3 qualification

2 practitioners hold their Level 2 qualification

2 practitioners hold their Level 2 qualification and are working towards their level 3 qualifications

1 practitioner without qualification working towards their level 3 qualification

Our nursery SENCO is Amanda Pemberton who supports practitioners, children and parents who require additional help and guidance.

The setting has completed the 'Step into Quality' and 'Smile 4 life' awards.

## Further Information

### **What the settings provides**

Parents are welcome to contact Nicky Norton (Nursery manager), or Amanda Pemberton (Deputy manager & SENCO) to discuss any queries, concerns or uncertainties no matter how small. We encourage all parents to come and view the setting before making any decisions, in order to meet the staff and see what is on offer.

If you would like to contact us the detail are:

01257 246040 **OR** [info@littleexplorers.me.uk](mailto:info@littleexplorers.me.uk)

Parents can also arrange to speak to their child's key person to discuss any issues, concerns, achievements. If you have a concern and would like to discuss it in depth, arrangements will be made to ensure the key person is available at the agreed time. The SENCO will also be available to talk to parents if they feel it is necessary

Every effort is made to make sure that parents have the opportunity to speak with their child's key person on a daily basis, either at drop off or collection time.

As a setting we are required to have a procedure for dealing with complaints, this is available on the parent notice board. Hard copies are also available upon request.