



Due to the ongoing coronavirus situation not all services and activities listed on this website will be operating as normal. Click here for more information.

Early Learners Private Daycare

We offer '30 hours childcare for working parents' in partnership with other childcare in our area.

We provide a service for children between the ages of six weeks to five years old. We are open all year, excluding two weeks for the Christmas period and bank holidays.

To find out more about help with childcare costs please visit www.durham.gov.uk/childcarecosts

When is it on?

Session information Monday to Friday 8.00am - 6.00pm
Half session 8.00am - 1.00pm or 1.00pm - 6.00pm
Full session 8.00am - 6.00pm

Who to contact

Contact name Dianne Bartram
Contact position Daycare Manager
Telephone 07397 180 128
E-mail earlylearners2014@gmail.com

Where to go

Name Early Learners Private Daycare
Address Thornley Primary School
Coopers Terrace
Thornley
Durham
County Durham
Postcode DH6 3DZ

Other details

Cost description Please ring to enquire.
Age range From 0 years 6 months to 5 years 0 months

Availability

Childcare availability Closed bank holidays

Free 3/4 yr places	Yes
Free 2 yr places	Yes
Will be providing 30 hours	Yes

30 Hours
 Partner Details
 (These are details of any other childcare provider(s) that this provider will work with to offer the 30 hours entitlement)

Thornley Primary School. We also can provide the full 30 hours with ourselves.

Vacancy details

Immediate vacancies?	Yes
Other information	Baby room and 2 year old room and also wraparound places available.

Other details

School drop off/collection	Thornley Primary School
Last Ofsted inspection grade	Good
Ofsted report	Click here to view the latest Ofsted inspection report

Local Offer

Local Offer description

At Early Learners we aim to give full consideration to the Code of Practice whenever we take decisions about children with Special Educational Needs and Disabilities (SEND). We will endeavour at all times to fulfil our statutory duties in the light of the Statutory Guidance in the Code of Practice. If it is necessary, we will request advice from council representatives to allow us to be confident in our implementation of changes to the Code of Practice, replacing the 2001 Code of Practice.

Our aim is to give every child the best possible start that supports them to reach their full potential.

We aim to create an environment that ensures equality of opportunities for all children, parents/carers, practitioners, and all other people/professionals who access our setting of different backgrounds.

We aim to include parents and work in partnerships with them. We will promote equitable and inclusive practices, celebrate culture and cultural events and will support and encourage all children to develop to their fullest potential.

We aim to promote diversity and encourage positive attitude so all children will have opportunity to be offered a wide range of experiences which respect each individual and groups of people. We will aim to provide all children with equality of opportunities regardless of gender, race, age, religion or belief, special educational needs, and/or disability.

We believe that the educational development progress must support a child's self-esteem and pride in their family, the community and their ethnic and cultural backgrounds and the ethnic and cultural backgrounds of others.

At Early Learners all children are allocated a key person upon admission. The key person's role is to help ensure every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Contact name Angela Elves
Contact telephone 07397 180 128
Contact email earlylearners2014@gmail.com

How does the early year's provision identify and assess children with special educational needs and disabilities?

How does the early year's provision identify and assess children with special educational needs and disabilities?

At Early Learners, we provide SEN support using the graduated approach with four stages of action: -

1. Assess
2. Plan
3. Do
4. Review

1. Assess/Quality first teaching

We carry out various records, home and settings visits, meetings, observations, assessments, learning journals, and planning of activities using the Early Years Foundation Stage Outcomes, planning tool, early support resources and starting from the starts. We do this to assess individual needs of children and planning of individual activities to help support children's progress within their learning.

Children who are showing little or no improvement in their progress will be identified by the key person within the SEN meeting. The key person will identify areas of strength, and difficulties, suggested targets, plans and strategies to put in place to support the child to the SENCo within SEN meetings.

2. Plan

From the above assess procedure where it is decided to provide SEN support the key person will notify the parents and agree a meeting date. The key person will complete a short note about the child's emerging needs in early years. This will be discussed in the meeting. The short note will provide the following information on the child:

- areas of strength
- areas of difficulty
- parents' views and comments
- agreed outcomes
- the next steps

Small targets will be set, and interventions discussed and agreed, these interventions will be used within the setting and at home to support the child in meeting their outcomes.

Everything will be documented, and a copy of the support plan will be given to the parents/carers. All staff will be aware of the support plan.

With parental consent the SENCo will contact the health visitor to discuss the support plan.

3. Do

The key person will be responsible to ensure that all targets and interventions are carried out on a daily basis to help support the child in meeting their individual needs and supporting them in progressing towards their outcomes. The SENCo will support the key person. Where little or no improvements is made the SENCo will offer suggestions as to requesting additional support and advice from external professionals and agencies.

4. Review

The review will take place within the internal SEN meeting and also within TAF

meetings with parents and other professionals.

The review meetings are to discuss the child's progress made since the previous meeting and to discuss any concerns, changes which is felt is needed to help support the child in meeting their outcomes.

How will the curriculum be matched to meet children's developmental needs?

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At Early Learners we observe and assess children using the Early Years Foundation Stage outcomes. This means that we support children the very best we can. We plan our environment so children have the opportunity to thrive and by planning activities around their interests will ensure all children needs are met as it will ensure every child has the chance to develop and grow in a safe environment.

Differentiation is essential to ensure all children needs are met as every child is unique.

What specialist services and expertise are available at or accessed by the early years setting?

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Professional we work with are:

- Family Workers
- Health Visitors
- area SENCo
- Social Workers
- Educational Psychologists
- Speech and Language
- Occupational Therapists
- Early Years Team
- other NHS professionals

These outside agencies will help support children who has additional needs.

What training have the staff supporting children with SEND had, or are having?

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Our named SENCo has completed her level 3 in special educational needs and attends regular SENCo business meetings and training in relationship to SEND.

She then offers in house training to all staff.

Other training staff have completed are:

- I can talk

- Autism level 1
- Disability Awareness
- Make Sense of Autism

How accessible is the early years setting environment? (indoors/outdoors)

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At Early Learners our setting is accessible for wheelchair users. We have a ramp leading up to our entrance. Our baby room, 2's room and outdoor area are all at one level, there are steps leading up to our school nursery and toilet so we have a lift for wheelchair alternative access.

How will the early years provision prepare and support my child(ren's) transition to their next educational establishment?

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We promote transitions and understand the key importance of ensuring children feel safe and confident in moving on in their learning environments supporting their development needs.

We ensure:

Transitions take place from our baby room into our 2s room as and when children are ready and need to move on. A progress meeting is arranged with parents/carers and they will be explained what will happen. Their key worker will take the child in for a small amount of time for them to explore their new environment and familiarise themselves with their new key person. Once the child is comfortable and settled, transition time will be increased until they are ready to stay within their new environment permanently. A transition booklet is given to parents and discussed with the parents providing information to help and support their child through their transitional period.

Transitions also take place from our 2s room into our educational nursery as and when children are ready to move on. Once again, a transition meeting will be arranged to discuss the child's progress and what will happen next. The child will then go into the nursery with support from their key person for a small amount of time. When they are ready this transition time will increase until they are ready to stay their permanently. Once again, a transition booklet will be handed out to help parents/carers to support their child through this transition period.

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Call the Families Information Service: **03000 269 995** or email: **fis@durham.gov.uk**



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