



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.

Playdays Nursery

We offer '30 hours childcare for working parents'.

We are a Day Nursery located in Newton Aycliffe, situated in a quiet cul-de-sac and conveniently located for local transport.

We are structured to meet the needs and requirements of individual age groups with excellent outdoor play areas.

We aim to provide a safe, stimulating, encouraging and inspiring environment where children can develop at their own pace.

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

When is it on?

Time of day	Morning Afternoon Evening
Session information	Monday to Friday 8.00am - 6.00pm 8.00am - 1.00pm and 1.00 - 6.00pm

Who to contact

Contact name	Linda Watts
Contact position	Manager
Telephone	01325 312 050
E-mail	play.days@btconnect.com
Website	www.playdaynursery.net

Where to go

Address	15 Simpasture Gate Newton Aycliffe County Durham
Postcode	DL5 5HH

Other details

Cost	daily £48 session £29
description	
Age range	From 0 years 0 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

Vacancy details

Immediate vacancies? No

Other details

School drop off/collection

Last Ofsted inspection grade Outstanding

Ofsted report [Click here to view the latest Ofsted inspection report](#)

Local Offer

Local Offer description We have a named SENCO and staff experienced in a variety of areas. There is disabled access and resources and activities are adapted to sort the need of the children.

Contact name Catherine Reed

Contact telephone 01325 312 050

Contact email play.days@btconnect.com

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

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We observe the children to find out about their individual learning styles (characteristics of learning), to provide an accurate baseline assessment, to monitor and assess their development, to plan relevant experiences to challenge the children, to plan for individual children, enable staff to evaluate their

effectiveness and inform future planning, to communicate progress to parents.

We are also encouraging Health Visitors to complete an integrated two year review with the setting and parents.

Observation is an integral part of the daily routine and it is the responsibility of every practitioner to ensure accurate observations are recorded for all children during their time in the EYFS. We use the Early Years Outcomes as an aid to understand the level the children are attaining. All staff members should observe on a regular basis, and discussion and evaluation should inform future planning.

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

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A graduated approach is used, as described in the SEND Code of Practice 2014.

The three levels of intervention are:

1. Quality First Teaching - all children require Quality First Teaching.

This alone may be all that is required for children who may be making slower progress. All practitioners have a good working knowledge of child development, and a good understanding of the Early Years Foundation Stage.

2. SEN Support - in addition to Quality First Teaching

This support is for children who may have trouble accessing playing and learning opportunities or communicating with others. A SEN support plan is put in place in conjunction with the parents and any other service that may be involved. Regular opportunities to play and learn with the same small group of children under close adult supervision are encouraged to support children to build relationships with adults and peers and their confidence and self-esteem. Differentiation in planning is put in place and may include help from external agencies.

3. Education, Health and Care Plan

This final level is for children who experience significant, enduring and/or complex difficulties accessing playing and learning opportunities. In addition to Quality First Teaching and SEN support the practitioners will access specialised training such as Autism Spectrum Disorder. We work in partnership with other agencies, attend meetings, provide reports etc as deemed necessary to provide a multi-agency approach. The plan will be set through discussion by the various agencies, the childcare setting and the parents.

As recognised by our latest Ofsted report "The quality of our teaching is Outstanding"

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

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Through all the levels of intervention support and advice can be accessed through a variety of sources such as a health visitor or the Early Years team in particular the area SENCO. Their level of expertise and knowledge enables the setting to meet the needs of the children and families in their care.

In addition to practical advice and the provision of differing strategies, they can provide the names and contact details of other agencies that may be able to support the child.

The DCatch fund is also available for the setting to obtain financial support to enable them to provide specialised teaching and resources, additional adult support. By the use of all these different agencies we will be able to ensure that the curriculum is tailored to meet the specific needs of the child and includes the child's learning styles and interests such as including schemas in the planning.

Through the time we have been open, we have worked in partnership with and accessed support and advice from a wide variety of sources.

These include:

- Speech and Language Therapists
- Health Visitors
- Family Support Workers
- Asthma Nurse
- Portage Practitioner
- Early Years Team
- Educational Psychologist
- EMTAS
- Language Support Team
- Communication Support Worker
- Paediatrician
- Nurse Practitioner

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

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Below is some of the training that has been undertaken by our practitioners:

- Infinity pump and gastronomy tube feeding
- Full staff twilight training: Making sense of Autism in the Early Years
- Learning to talk: talking for learning
- Speech Therapy
- Inclusion - everyone's responsibility
- Babbling babies
- Every Child a Talker
- Sign Language
- Makaton
- Tier 3 Autism
- Senco business meetings that have covered a wide area of training

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

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Our nursery is a single storey building with separate accommodation for children in each age range within four rooms. Access to the building is facilitated by ramps to each door, wide doors to allow wheelchair access and benefits from a disabled toilet facility. Equipment and resources are at a height where children and those in wheelchairs can access them.

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

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Transition to school

The manager sends out letters (mid summer term) to local schools inviting Reception Teachers to visit and be introduced to the children who are due to enter their establishment at the beginning of the Autumn term.

This allows the teachers to observe the children in a place where they are secure and through discussion with the child's key workers obtain information about the child's level of achievement, their learning styles, their particular friends, any strategies that might help settle the child.

Teachers can then plan for the individual child as they partake in their pre-visits to school. There has been recognition from the schools that these visits help ease what could be a traumatic experience to a child. If a teacher is unable to visit then the setting offers a telephone consultation where again the teacher can discuss the child with the key worker. The teacher's understanding of the child's social and emotional development in a group setting again eases transition to school and consolidates pre-visits made with the parent / carer.

Information gathered under "Flying from the start" will be shared with the next settings and providers. Practitioners will plan and provide activities that promote discussions regarding starting school, touching on feelings and emotions if necessary.

If it is felt that the child needs extra support during the transition to school then plans can be put in place for the key worker to attend the visits to their new setting with the child.

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



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