



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.

Wheatley Hill Community Day Nursery LTD

We offer '30 hours childcare for working parents'.

We are a day care nursery which caters for children aged between 6 weeks and 11 years. Our provision is based around babies, toddlers, 3-5 education, full wrap around and holiday provision.

Please note we offer 15 hours free play and learn entitlement for eligible 2 year olds, and free 15 hours for 3 and 4 year olds. We also offer a full wrap around service as well as holiday care.

Please see our Facebook page.

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 - 7.30am - 6.00pm
We offer a range of flexible session as well as early starts.

Who to contact

Contact name Lynn Earl
Contact position Nursery Manager
Telephone 01429 824 431
E-mail nursery@whcnltd.com
Website wheatleyhillcommunitynursery.co.uk/

Where to go

Name The Family Centre
Address Jack Lawson Terrace
Wheatley Hill
County Durham
Postcode DH6 3RT

Other details

Cost description Please contact the nursery.

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 Happy to support locally.

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

Vacancy details

Immediate vacancies? Yes

Other information Some vacancies available (updated August 2020).

Other details

School drop off/collection Thornley Primary School
Ludworth Primary School
Deaf Hill Primary School
Wingate Junior School
Cassop Primary School
Wheatley Hill Community Primary School
Trimdon Grange Infant and Nursery School
St Mary's Roman Catholic Voluntary Aided Primary School Wingate
Trimdon Village Community Infant School
Wingate Infant School
Trimdon Junior School

Further drop off/collection details Wingate Infants and Juniors and St Mary's Wingate

Last Ofsted inspection grade Good

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

Local Offer

Local Offer description

We are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of our facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a child's condition and the way that may affect his/her early learning or care needs by:

- liaising with the child's parents
- liaising with any professional agencies
- reading any reports that have been prepared
- attending any review meetings with the local authority/professionals
- regularly monitoring observations carried out on the child's development

All children will be given a full settling in period when joining us, according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special

Educational Needs and Disability Code of Practice (2014) on identification and assessment of any needs not being met by the universal service provided by the nursery.

- Include all children and their families in our provision.
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs and Disability Co-ordinator (SENDCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disability (SEND) and the SEND Code of Practice (2014).
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies. Ensure that children who learn quicker, for example gifted and talented children are also supported.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed. Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

Our Special Education Needs and Disability Co-ordinator (SENDCO) is Gemma Turner.

Gemma works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, always making sure plans and records are shared with parents. Gemma has achieved a National Sendco award recently (May 2019) which will further support staff children and our fantastic setting.

Methods

We will:

- Designate a member of staff to be Special Educational Needs and Disability Co-ordinator (SENDSCO) and share his/her name with parents.
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents to create and maintain a positive partnership which supports their child(ren).
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's SEN Support Plan.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer.
- arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Use the SEN Support Plan for

identifying, assessing and responding to children's special educational needs.

- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities. Use a system of planning, implementing, monitoring, evaluating and reviewing the SEN Support Plan for children with learning difficulties and/or disabilities.
- Review the SEN Support Plan regularly, every six weeks and hold review meetings with parents at this time.
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the Education, Health and Care Plan, taking into account their levels of ability.
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.
- Provide resources (human and financial) to implement our SEND policy.
Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Use First Contact, the Single Assessment Framework where needed.
- Provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism we have to offer, for example Makaton trained staff.
- Ensure the effectiveness of our SEND provision by collecting information from a range of sources for example EHCP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Provide a complaints procedure and make available to all parents in a format that meets their needs for example Braille, audio, large print,

additional languages.

- Monitor and review our policy annually.

Contact name Gemma Turner
Contact telephone 01429 824 431
Contact email nursery@whcnltd.com
Links [Facebook](#)

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

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Daily observations and assessments feed into all levels of planning - making it easier to identify any potential need for support. We would then use appropriate materials to make a referral to an agency. We pride ourselves on having strong working relationships with all agencies, working closely to agree targets and next steps as well as working alongside each other and parents to meet these.

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

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The EYFS underpins all of our work, however it is individualised to meet the need of every child. We use their interests to plan their next steps in learning and identify the level of support/encouragement needed. We use FFTS assessment across the board to identify any specific need however for those children who are significantly below age and stage, the Early Development Journal is used. This breaks the bulk of the EYFS down into smaller more achievable targets.

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

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We have a close working relationship with Gill Briggs (Area SENCO) who visits regularly to observe and assess support given to children ensuring that staff are understanding and offering the correct support. Gill also offers in house training to all staff regularly. We also work closely with education psychologists, speech language, occupational therapist, portage, sensory support when necessary. On a daily basis, we have support from family workers as well as health visitors and the wider One Point team.

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

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- Regular attendance to the SENCo business meetings

- SENCO training
- Supporting speech and language
- Effective SENCO course
- Transitions
- Breaking things down to smaller steps
- Talk First
- Talk Boost
- Nasan
- Sendco award

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

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Our building is fully inclusive and accessible. There are no steps into the building and there are automatic doors for easy access for wheelchair users. All doors are wide enough for wheelchair and pushchair access.

Our outdoor area is a wide open space with patio doors leading out into the garden.

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

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Visits are started at a very early stage (full term before transitioning)

The key person along with SENCO attend these visits and work closely with nursery teacher and relevant staff members.

We welcome and encourage visits from transitioning schools, and the nursery share all information regarding the child's needs and learning at this point.

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



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