

Local Offer Submission 2014-15

Riverside Day Nursery

The Nursery is a 42 place nursery set in Victorian School building along the River Kennet and works closely with the [East Reading Children's Centre](#). We are located close to Reading town centre, approximately a 15 minute walk along the river Kennet and are ideally positioned to serve local businesses such as Thames Valley Park, Reading College and Royal Berkshire Hospital.

We offer a warm, caring and stimulating environment for children to grow and develop with friendly, well-trained staff in a fully equipped and comfortable setting. We care for children from 3 months to 5 years, following policies, principals and practices and curriculum guidance for the Early Years Foundation Stage.

The nursery is run by a committee which consists of volunteers and parents. Riverside Day Nursery is a not-for-profit organisation, we are a registered charity. Our funding still comes from fees but unlike a commercial nursery it all goes towards running the nursery.

1 How does the setting identify children with additional needs or SEND?

Settling Visits

We welcome new children and their parents into the setting for several visits before their starting date. During these visits, parents may discuss any concerns or questions about their child's development with a member of the senior team. These visits also give the staff team time to get to know the children and parents or carers. During the visits or leading up to the official starting date, parents complete an 'All about me' document for the setting, which will help us find out about your child's interests and development.

Home Visits

Families joining nursery will be offered a home visit. This is an opportunity for your child's keycarer to visit you in your own home. We will use this visit as an initial information sharing opportunity. We will spend time getting to know you and your child in a familiar and secure environment.

Keycarers

Our unique keycarer teams means that your child will be allocated two key carers, a main carer and a buddy, one of whom will be available at all times. Their role is to monitor and support your child's learning and development, through your child's interests and in play based environment. They key carers make constant observations of your child's development and will set appropriate next steps targets, which are monitored by our Early Years Professional, Jayne Clark .

Monitoring tools

We use a number of monitoring tools to measure individual children's development and progress. This allows us to ensure that all children are making appropriate progress based on their individual targets and next steps. The Key carer continuously monitors and observes the children using Development Matters, the Reading Speech and Language Monitoring tool and the 2 year development check. Parents are informed about the progress of the child regularly through the Learning Journey Books and daily verbal communication. We also use our learning journeys to take account of skills and progress made at home, ensuring we have a true picture of your child's development.

SENCo

Our Special Educational Needs Co-ordinator, Helen George, has a wealth of experience both personally and professionally. Helen is supported in her role as Inclusion and Transitions co-ordinator by the Manager, Deborah and the Deputy, Judith . All senior staff have undergone training in specific areas of special needs and together hold a wealth of knowledge and experience allowing them to support individual children and families. The Special Educational Needs Coordinator (SENCo) will make referrals to other professionals outside of the setting if they feel your child requires further support or does not appear to be making the expected levels of progress.

Other professionals

There are referral routes we can implement with your consent if we feel your child needs assessment and support in a specific area of development. We work with Health Visitors, nursery Support Teachers and Speech and Language Therapists.

2 How will I be informed / consulted about the ways in which my child is being supported?

We are a very welcoming Nursery and value the strong communication that we have with our families. We value parent/carer contribution and ensure that they are consulted on all aspects of their child's care and learning. Key carers or their 'buddies' are always available to speak with parent/carers and ensure two way flow of communication in the way of formal and informal meetings. We exchange daily diaries for children under the age of two and those with extra needs. Key carers keep all information relevant to a child's development in one file. This file belongs to the child and is available to parents at all times. Any information which relates to a child will be discussed with parent/carers. During these discussions, we organise meetings to review individual provision and support. Meetings may only involve staff within the setting, or when agreed, we will arrange for external agencies to attend. Strategies will be put in place to support individual children. We will then follow an educational programme tailored to suit each child's needs.

3 How will the setting adapt the Early Years Foundation Stage curriculum for my child's needs?

Ongoing observational assessments will be used as a starting point within the first weeks at nursery. These observations will be linked to the EYFS stages and ages of development, allowing us to determine individual next steps and targets for your child. Your child's keycarers and our Special Educational Needs Coordinator will work together to make sure that the environment, routines and activities support your child's needs. Three days a week an Early Language Lead Practitioner works, individually or in small groups, with children we identify as needing extra support with their language development. Where progress is less than expected the child, parent/carer, Keycarer and SENCo all contribute to an education plan which has a clear set of outcomes for the child. The SENCo leads on a staggered approach to the EYFS to ensure children's targets are specific, measurable, achievable, realistic and have a timescale for review. Advice and strategies from other professionals are referred to when completing the education plan. The plan is reviewed at least once termly and more frequently if the child is progressing quickly or a change in support is required.

4 What teaching strategies does the setting use for children with additional needs or learning difficulties?

We use many different resources, tools, teaching methods and strategies which are chosen and tailored to meet the individual child's needs. Some examples are:

- Visual timetables
- Picture exchange cards
- Makaton signs
- One to one support
- Speech and language support groups
- Individual play plans
- Behaviour plans

We will also implement any tools and resources suggested by other professionals that may be working alongside your child. If a child has an external professional supporting them i.e. speech and language therapist they are invited in to the setting to work one to one with that child following consultation with their parent/carer. This gives the professional an opportunity to see the child in the nursery environment, the child benefits from the service and the practitioners are able to observe and practice the same activities with the child regularly. Three of the staff have also attended training and are now Behaviour Ambassadors they help support staff and other settings with regard to children's behavioural problems. Most of the staff have attended Makaton training and we use it regularly and more often if a child needs that additional support.

5 What additional support does the setting provide for children with additional needs or SEND?

Our Special Educational Needs Co-ordinator provides specific support to children with identified additional needs. They also provide support for parents, carers and practitioners to enable them to implement suitable teaching strategies. If a child requires additional support outside our normal remit, then the SENCo is able to submit an application for support to the local early intervention panel. This request could include additional funding for one to one support, a visit from an Educational Psychologist or an additional resource budget. Funding may or may not be given to the setting. She may also request the support of a family worker or other professional support. When advice is sought from other professionals the SENCo works with the keycarer and draws up Individual Play Plans which are reviewed and monitored regularly. Our SENCo regularly attends meetings and training sessions to enhance her knowledge. She will then implement any SEN changes or updates and support the staff team. Three of the staff are Behaviour Ambassadors. We liaise closely with our two local Children's Centres. Through the Children's Centres, we also have access to specialist support from Educational Psychologists, Speech and Language Drop-ins and other support groups. We display information about the Children's Centres support network events on our parents' notice boards.

6 How will the setting monitor my child's progress and how will I be involved in this?

Our learning journeys are shared with parents and carers regularly. The keycarers will have made observations of your child's play and learning and will have linked these to the EYFS early outcomes. We then encourage you to add to the learning journey with observations or "wow" moments from home, or to add comments to our updates. These joint observations are then used to plan for your child's next steps. They will also feed into our two year progress report, our termly monitoring reports and our transition reports. A child's progress will be reviewed at least once termly and parent/carers are actively encouraged to take part. When targets are set they include strategies to take place in the setting and at home and evidence in the form of observations are gathered to evaluate the child's progress. We ask parent/carers to contribute comments or photographs from home which support their child's learning and they can comment on the support being offered.

7 How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?

Our skilled practitioners ensure that all activities are individually differentiated and tailored to meet the needs and learning opportunities of all children in the setting. Outings are carefully planned and risk assessed, parents are informed and consulted, and where necessary, a higher staff ratio is implemented to ensure that all children are able to take part and enjoy.

8 How accessible is the building for children with mobility difficulties / wheelchair users?

Access to the playground from the street is via two small steps. There is ramp access into and out of the building. We operate from one very large and spacious room with an accessible toilet for use by both children and adults. Our environment is designed to ensure that children on all levels can access the resources and play environments. Visually impaired children are easily able to negotiate our space once they have been introduced to it and staff make use of environment audits by Sensory Consortium to make any necessary adjustments.

9 How will you support my child's transition to a new setting or school?

Transition is a very important to our Nursery, our Inclusion and Transition Officer, Helen George, is not counted in the staffing ratio's so that she can concentrate on supporting staff and children with transitions within, as well as in and out of the Nursery . She takes the lead role in welcoming new children to the setting and will liaise with parents and other professionals involved to ensure we have everything the child may possibly need in place for when they start with us. We have excellent relationships with all local schools. We visit our main feeder schools regularly and more often in the summer term to bring back any ideas or suggestions that we may wish to implement in our setting. We take photos during the visits to put into a transition album. After the visits we spend time talking to our children and helping them to prepare for school. We also support transition by spending time doing activities to develop children's self-help skills and school readiness. Local schools visit our setting to meet the children starting with them, view their learning journeys, as well as talking to the manager and/or the Keycarer about individual children and their needs. We also arrange transition meetings with school SENCo's and any other external professionals for children with additional needs in the last term that they are with us. The initial meetings often take place within our setting but follow-up meetings may take place at the school or new setting. The Inclusion and Transition Co-ordinator , also has our SENCo role, and has visited the vast majority of local schools and is able to answer any questions parents may have when applying for a new setting. The latest education plan, language monitoring tool and transfer report will be given to the teacher and the remainder of the learning journey to the parent/carer and child.

10 How does the setting assess the overall effectiveness of its SEN provision and how can parents / carers take part in this evaluation?

We regularly review and update our policies and procedures, parents are asked to contribute to the review of a policy each month which is displayed on our parent information board. We welcome feedback for all aspects of nursery and encourage parents to give us this via email, verbally at the door or in written form. Although our practise in all areas is constantly reviewed and any necessary changes made, we also conduct an internal audit of provision on an annual basis, staff and committee members annually review the Self Evaluation Form. Our annual parent feedback questionnaire also covers all aspects of Nursery allowing parents give anonymous feedback which is then collated, analysed and an action plan drawn up. The data from this questionnaire is then fed back to parents via the website and in a newsletter and forms part of a SWOT which inform our self evaluation process. The Manager/ SENCo and Keycarers assess the provision and make changes when necessary. We would record these changes in our Action Plan and Self Evaluation Framework. The senior team meet fortnightly to discuss the SEND provision and how well individual children are being supported. Additionally parent/carers can also comment anonymously on the SEND provision using the comments slips in the parent area.

11 Who should I contact if I am considering registering for a place at the setting?

Deborah Wood : Nursery Manager

Judith Clayforth: Deputy Manager

managerriversidedaynursery@outlook.com

Helen George: Inclusion and Transition Coordinator and SENCo

itcriversidedaynursery@outlook.com

You can also reach any of us by telephone 0118 966 5040 or via our website, www.riversidedaynursery.co.uk. We will invite you in for a visit at your convenience, give you a Waiting List Form to fill in and we will deal with your admissions application from there.

12 What arrangements does the setting have for feedback from parents / carers, including compliments and complaints?

We aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and their family and to provide a caring environment in which they can learn and develop as they play. We believe that children, and their parents, are entitled to expect courtesy with prompt and careful attention to their needs and wishes. It is our intention to work in partnership with parents and the local community and we welcome suggestions on how we can improve our Nursery.

Parent/carers can feedback to staff verbally at any time. They can feedback in writing within their child's individual file, by email or via compliment, comment and complaints forms in the parents information area. We also have an anonymous suggestion box.

We have a complaints procedure which ensures that all formal complaints are dealt with in a swift and proper manner.

We send out an anonymous annual parent questionnaire.

We encourage parents to add comments to their child's Learning Journey Book. We ask for comments on the children's reports as well as meeting parents at our parents evening and induction sessions.

All parents and carers are welcomed and encouraged to join our proactive and friendly parent committee. The committee are very involved in Nursery life and keen on shaping it's future. Parents who join the committee have voting rights on all major decisions. All parents are invited to the nurseries Annual general meeting which takes place in May.

We display details of Ofsted complaints contact numbers.

We have a scrapbook to display cards and letters from our families.

