

NAME OF SETTING: Rainbows Nursery

1. How will the setting help my child settle in?

- At Rainbows every child is treated as an individual and visits are tailor-made to meet the needs of the child and their family. We feel building strong relationships is key to helping children settle well.
- During a child's first visit to nursery a member of staff will fill in an 'All-About-Me' booklet with the parents. This is a good opportunity for us to find out everything that we need to know.
- For a child with complex needs a pre-start meeting will be arranged with parents, nursery and any professionals who work with them to look at whether any training is needed for staff or if we need any equipment in place before visits begin

2. Who can I contact for further information?

If you would like any further information, or to arrange to come and have a look around the nursery, please contact:

- Nursery Manager on: 0161 794 2922
or
- Email: rainbowsnurseryswinton@gmail.com

3. How does the setting know if children need extra help?

- Open communication with parents is key. Parents can discuss any concerns with the member of staff during the first visit when filling in the 'All-About-Me' booklet together.
- A child's key person regularly observes them and uses the observations to make individual plans to support the development of the child.
- Termly reviews of children's development make next steps for individual planning easy to see and areas that may need support from the key person or other professional(s).
- Wellcomm (speech and language toolkit) assessments are done with our children termly. These identify whether there is a potential language difficulty and offers a range of customised intervention activities to help support children's language development. Referrals to SALT can be made from this.
- Two Year Checks are completed with the child's parents when the child has settled into nursery and is 2 years 4 months up until age 2 years 11 months. This is a way to identify areas of development that may need support and an individual plans to be developed.
- A child's key person will have a strong relationship with a child's family and may discuss asking the Nursery SENCO to observe their child during the nursery day.
- If the Nursery SENCO shares concerns around needing additional help for a child then they will ask the Area SENCO to come to nursery and meet the child initially before the family.

4. How will the setting support my child?

- Close relationship between the child's key person and the nursery SENCO
- Realistic Play Plan targets mean that the child feels valued and steps of progress can be seen.
- 6 weekly 'Catch-Up' meetings with the child's family gives a chance to review play plan targets and talk about what's going on in the child's life currently.
- Working with outside professionals and welcoming them into nursery.

	<ul style="list-style-type: none"> • Nursery SENCO/Key person will attend any meetings such as Child Development Forum (CDF) and Team Around the Family (TAF). Multi-Professional meetings and SENCO Cluster meetings are something else that our SENCO will attend. • We are a venue for Family Service Plan meetings. This means that if it isn't the child's nursery session they can still play with their friends rather than sit in on the meeting. • Flexible nursery sessions/times for children that have professional/medical appointments so that they don't miss out on their nursery time. • Our Nursery SENCO contributes with the writing of the child's EHCP and provides relevant, important information to help support the Plan. • Nursery is able to apply to SEND funding streams to better support a child with identified/emerging needs. This could be in the form of 1:1 care for the child or to buy resources to help them. • Close links with local schools to make the transition to school as smooth as possible for the family. Making sure that the school are fully aware of the child's needs before they start. • Experienced and highly trained staff are vital. Our staff are our biggest asset, with a low turnover of staff families quickly build positive relationships.
5.	How will I be involved in my child's learning?
	<ul style="list-style-type: none"> • Parent Partnership is so important for children to extend their learning. Good communication really helps both sides of the home-nursery partnership to be involved in individualised learning opportunities. • Starting points: child's interests, likes and dislikes, what makes them 'them' and everything about them comes from our families. We use this information to support and develop initial learning pathways at nursery. Nobody knows their child as well as the parents and their role is paramount. • Care and wellbeing are central to learning. Daily conversations enable a child's key person and their parents to talk about food, hygiene and sleep routines. • Regular (6 weekly) 'Catch-Up' meetings to talk about setting new Play Plan targets and reviewing the last ones. • 'Something to Share' sheets are sent home regularly so that families can see what their child has been doing at nursery and ideas they could be doing with them at home. • Our nursery Facebook page has regular updates about what the children have been going at nursery and what we will be doing soon. • 'Stay & Play' sessions mean parents can come and play with their child in the nursery with their key person and friends, looking at particular topics and learning through play. • Monthly newsletters are sent home and emailed to our families so they can be fully up to date with everything that's going on. • Termly Parents' Meetings give an opportunity for families to look at their child's Learning Story and comment or add in any information. • 'Wow' moments (contributed by parents) enable children to be celebrated at nursery for their achievements at home.
6.	How will the setting support my child at times of change, such as moving to a new setting or starting school?
	<ul style="list-style-type: none"> • Room-Room transitions are tailor-made for each child. With the support of their key person each child transitions at their own speed.

	<ul style="list-style-type: none"> • Key Person-Key Person meetings mean that all paperwork and important information is passed over before the child makes the final move into another play room. • New Key-Person-Parent meeting means that the child's family are able to start to develop a relationship with the new key person. Information that they feel is important can also be passed on. Peace of mind and confidence in their child's new key person will really help the new transition. • Strong relationships with schools mean that teachers are invited into nursery to meet the child and their key person before any transition starts to take place. • TAF meeting and FSP meetings are held at nursery prior to starting at school to make sure everybody is up-to-date with transition information and plans. • Our Nursery SENCO/ the child's Key Person is able to take the child on transitional visits to school to ensure the child is entirely comfortable with the move before moving entirely.
7.	What support will there be for my child's overall wellbeing?
	<ul style="list-style-type: none"> • Our setting is an inclusive setting that is very experienced in supporting children that have additional needs. • Positive key person relationships. Promoting positive friendships and 'have-a-go' attitudes. • Close working relationship with outside professionals makes sure that individual plans challenge your child and stretch their learning. • Our children feel valued and listened to by our staff team and particularly their key person. • We work with the Early Years Nutrition Partnership to promote healthy eating and lifestyles. Our menus have been reviewed by a nutritionist to ensure we are offering a nutritionally complete diet. • Some children need additional support around meal times. The Community Nursing Team have trained our staff in Gastrostomy and Jejunostomy feeding. • All professional meetings are attended by our Nursery SENCO to ensure nursery is fully up-to-date with the child's additional needs and the impact that may have on the support we offer at nursery. • Medical care plans are reviewed regularly with families. • Ongoing staff training means that staff are always developing new ideas and building upon excellent practice with our children.
8.	What training have staff supporting children with SEND had? Also what specialist services and expertise are available at the setting?
	<ul style="list-style-type: none"> • Supporting Children with SEND • We have a 100% First Aid trained staff team. • Wellcomm (speech and language toolkit) • ELKLAN • Speech and Language • Sign Language • Encouraging Positive Behaviour • ASD Friendly Setting • Autism Awareness & Understanding Autism • Sensory Processing training • Working in Partnership with Parents • Family Assessment • CAF CON and Multi Agency Approach

	<ul style="list-style-type: none"> • Children’s Mental Health • Supporting Children with a Jejunostomy – Community Nursing Team • Supporting Children with a Gastrostomy – Community Nursing Team • Feed pump training – Community Nursing Team • Hydrocephalus and Spina Bifida Workshop – Community Nursing Team <p>Training done with the Community Nursing Team has been completed in nursery to support children in our care.</p> <ul style="list-style-type: none"> • We work closely with the Area SENCO and meet regularly with our link member of the Health Visiting • We work closely with and have regular visits from other professionals such as: <ul style="list-style-type: none"> ○ Occupational Therapy ○ Physio Therapy ○ Speech and Language Therapy ○ Communication Development Worker ○ Educational Psychology
9.	How accessible is the setting environment?
	<ul style="list-style-type: none"> • We are across two buildings separated by a large courtyard that forms a small part of our huge garden. • The building for our children that are under 2 is all at ground level with no steps to access the building. • The building that our older children and office are in has 3 steps up to the front door. We have metal ramps that we can use to help with access if steps are a difficulty. • Our large garden had different gradients for our children to explore, with or without adult support and there are much flatter areas for children who are less confident or who have mobility difficulties
10.	Any additional information you wish to add
	<ul style="list-style-type: none"> • Inclusion is very important to us. This is an area that has proven to be one of our big strengths. • All children have the right to a positive, interesting and nurturing early years nursery experience.