



## SEN and Disability

### Local Offer: Early Years Settings

Name of Setting: **Bambinos Boutique Daycare**

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO and the following link to the Local Authority's Local Offer:

<http://www.bambinosboutiquedaycare.co.uk>

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to [IDSS.SENDEforms@lancashire.gov.uk](mailto:IDSS.SENDEforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SETTINGNAME

E.g.: LO-FLUFFYBUNNIES

<b>Setting Name and Address</b>	<b>Bambinos Boutique Daycare</b> 24-28 Garnett Road Clitheroe, Lancashire, BB7 2PA		<b>Telephone Number</b>	<b>01200 425269</b>
			<b>Website Address</b>	<b>www.bambinosboutique daycare.co.uk</b>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
		<b>X</b>	<b>As a setting we support children with all types of SEN</b>	
<b>What age range of pupils does the setting cater for?</b>	<b>We cater for children aged 0-5years and up to 8 years in our before and after school club as well as school holidays.</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Natalie King-Gleave</b> <b>01200 425269</b>			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

<b>Name of Person/Job Title</b>	<b>Natalie King-Gleave – Deputy Manager/SENCO</b>		
<b>Contact telephone number</b>	<b>01200 425269</b>	<b>Email</b>	<b>info@bambinosboutiquedaycare.co.uk</b>

### **Promoting Good Practice and Successes**

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

<b>Please give the URL for the direct link to your Local Offer</b>	<b>www.bambinosboutiquedaycare.co.uk</b>		
<b>Name</b>	<b>Natalie King-Gleave</b>	<b>Date</b>	<b>31<sup>st</sup> January 2017</b>

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## The Setting

Bambinos Boutique Daycare is a full time purpose built day care nursery. We offer a warm and welcoming environment in which we cater for children aged 0-5 years. We are also registered to take children up to the age of 8 years in our before and after school club and during school holidays. Our setting is open 50 weeks off the year and we open Monday to Friday; 7:30am till 6:00pm.

We have three rooms in our setting;

The Caterpillars – which caters for children aged 0-2 years and is registered to hold 12 children in any one day. Lauren Bywater runs the cocoon room and is qualified Level 3 and completed her Level 2 Leadership and Management.

The Cocoons – which caters for children aged 2-3 years and is registered to hold 20 children in any one day. Nicola Preston runs the cocoon room and is qualified Level 3.

The Butterflies (Pre-school) – which caters for children aged 3 until their 5<sup>th</sup> birthday and is registered to hold 30 children in any one day. Danielle runs the butterfly room and is qualified Level 3. Natalie King-Gleave is also the settings SENCO (Special Education Needs Co-Ordinator) and ENCO (Equalities Named Co-Ordinator)

We also have the ability to use the entrance hall as a separate room and take up to 6 children in this area for quieter one-to-one activities.

Our nursery owner and directors are Keri Jackson and Warren Jackson and is supported in the running off the nursery by Manager; Tami Mercer (Level 6) and Deputy Manager; Natalie King-Gleave (Level 6)

All staff are paediatric first aid trained. Our setting also has two named safeguarding officers – Tami Mercer and Natalie King-Gleave.

Tami Mercer is also the settings PICO (Parental co-ordinator), Fire Officer, Student Mentor, Health and Safety Officer.

Natalie King-Gleave is also the settings SENCO (Special Education Needs Co-Ordinator) and ENCO (Equalities Named Co-Ordinator) and Behaviour Management Officer.

## Accessibility and Inclusion

The setting is a purposed built nursery offering a single floored space with a large outdoor area. The building is accessible to wheelchairs and includes a disabled toilet. This toilet is an adult facility, which children can use if needed.

All doors within the setting are either double doors or large enough to fit physical aids through. There are a few gates throughout the nursery that may need to have their size altered

depending on the size of the aid. This however would be a quick and easy job as we have a regular handy man on call.

At the front of the setting there are parking spaces, which have a small ramp up the side to be able to use a wheel chair or physical aids on.

At the front of the setting there is a purpose built storage area to store prams, car seats, bikes etc. This is fully CCTV guarded and is locked over night.

The setting is lit with daylight and fitted lighting to provide assistance to those with visual impairments. If additional lighting was required we would be able to easily adapt this.

The décor is very neutral, with white walls and natural furniture to discourage over-stimulation. Display boards and wall art are at both adult and child height. All display boards are completed using simplistic font and large lettering, and we have a selection of neutral and brightly coloured displays.

We have specific signs around the building to indicate areas such as symbols for the toilets and fire exits.

In the entrance hall to the setting we have a parent's notice board, which includes information and advice for parents, including leaflets that parents have the option of reading or taking a copy away. There are regular updates e.g. the early year's pupil premium funding/new food allergy advice. The setting's Ofsted inspection and relevant policies are also available as well as a policy of the month in the foyer. Our parent boards also include information on certain topics such as toilet training / supporting difficult behaviour. These are written in a simplistic font and any leaflets created by the setting can be adapted to different fonts, colours, sizes etc. We offer the ability to translate any information using an online translator if it was required.

### The rooms

The setting is purpose designed to completely facilitate children's learning, welfare and development. All resources are purposely chosen to compliment the environment, support all areas of learning and extend learning and development. During the construction phase, toilet heights, sink heights, tables and chairs etc. were carefully selected to be ergonomically correct and enhance future growth and development.

In the Caterpillars (0-2) room we offer low equipment and adjustable equipment such as sand and water trays that can have their height altered depending on the size and ability of the children.

A cosy area with large floor cushions and blankets are provided for comfort for the young ones. A variety of seating arrangements such as high chairs, bouncers, bumbos and low seats with support fronts are provided.

We have provided a white and black area for children to promote visual development. This includes black and white cushions, blankets, carpets, and other textured resources such as sponges, materials, soft toys etc. We provide a separate tranquil sleep area containing two permanent cots and two travel cots if needed. We also have floor cushions that are covered if children want to sleep on these. In the sleep room we have lava lamps and other specific lighting along with tranquil cd's and CD player to encourage relaxation.

All resources within the room are age appropriate and rotated/adapted depending on the children interests and needs.

In the Cocoon (2-3's) room the furniture is all wooden and ergonomically correct in accordance with the height of the children. All toys are stored in child's height storage so that they can access the equipment as they choose. We have a variety of tuff trays in which we can provide floor activities. All toys are age appropriate and rotated between the 2-3 and 3-5's room depending on the appropriateness. The children have access to potties and a toilet depending on the child's interest/ needs. The 2-3's also have a small climbing apparatus with steps and a slide to help support their physical development inside as well as outside.

In the Butterfly (3-5's) room all equipment is provided at the child's height. The children have access to several child sized toilets and sinks. There is a computer that the children have full access to that is low enough for all children to sit comfortably. Again, all toys are accessible to the children as and when they choose to do so. We offer a role-play area on two levels to encourage physical development but is also accessible to all children. All children's resource draws are also labelled to promote children in the room with English as an additional language. Equipment and resources are designed to encourage self-awareness and independence.

### Outdoors

We provide a large outdoor environment, including a range of textured flooring such as: wet pour safety surfacing, grass, stones, wood chips and tarmac. The tarmac area is levelled out; however there is a grassy hill to the slide area which some children may need support in accessing. There is a large sandpit in which children can sit in. The sand pit has recently had a fence added which can easily be removed to support all children to access the sand pit. We have an accessible water area, a physical area with monkey bars, a role-play area and a mud kitchen. All of the resources are easily adaptable if required (using our on-call handy man) and are mainly wheelchair accessible.

The Caterpillars (0-2s) have separate areas where stones cannot be found to ensure the safety of the children. This area contains wet pour safety surfacing and grass. There is a specific area in the cocoons outdoors in which is astro-turfed to provide extra comfort when outdoors. The cocoons have access to all in one suits to protect them when crawling around the outdoor environment and walkers to access the outdoor environment. The outdoor area has a sand pit, which the children can sit in, and all areas of the space are accessible.

## Identification and Early Intervention

The staff within the setting carry out regular observations on all children, using the Tapestry app on a tablet device. These observations are then tracked on the Early Years Foundation Stage development matter document and can be accessed by parents daily through email notifications. Parents can also access their child's observations directly on the app. Through using the EYFS to track children's observations this allows all staff to see how the children are developing. If the children appear to be under developing in areas or over achieving in certain areas, these areas are then observed more often and in greater detail to provide evidence and to highlight specific areas in which the children may need additional support with. This is highlighted through our termly supervisions between all staff and management where interventions are put in place for each individual child. The practitioners discuss these findings on a daily basis with parent/ carers on drop off or collection of the child.

Each term all keyworkers form a summative assessment on their key children to highlight and identify any areas of concerns within key groups and cohorts. These are analysed by the settings Deputy Manager/Senco to form interventions for staff and children in terms of training and guidance.

We have initial visits in which parents/carers can share with us any information about their children such as allergies, speech therapy attendance etc. and a full 'All About Me' document is filled in upon registration. This details the child's family, interests and dislikes and will also highlight whether the child needs any additional support.

Each day the children receive a daily report, which contains a box suggesting how parents can assist in their development at home.

We hold a parents evening twice a year to share further information about the child's development and comments from the practitioners.

In the cocoon room (2-3) they carry out a 2 year progress check, which is required to be completed in accordance with the Early years foundation stage, and is then shared with the parents/ carers in order to see how they are developing and add their comments. This is carried out prior to their health visitor two-year check as part of the integrated review to ensure we are working closely with our local health visitors. If we have any concerns regarding any child we will gather permission from parents to contact their health visitor prior to their two year check.

As we have an open door policy parents are welcome into the setting at any time. This provides the opportunity for them to share with us any concerns they may have.

Parents/carers are made aware when joining our setting that their child's key worker will record and document all the areas of the child's development in on an online journal.

Our online learning journal is a document that provides evidence to show how their child is developing. This document will contain photographs, observations, videos and other information that can be shared with parents. The parents are informed that this is accessible to them whenever they choose to see through the website and the Tapestry app. We also ask that parents inform us of their child's achievements at home by adding observations to their online journals themselves- offering parents the chance to share important moments in the child's learning journal.

As part of the Early Years foundation stage we are required to plan activities for all children in accordance with their needs and interests. Each child has their own next steps sheet, which includes all areas of learning, and activities that will be carried out that term to achieve their next milestone. It includes parents comments, children's comments, interventions; if any child needs more support in any area of learning and also highlights how the child learn in relation to the Characteristics of Effective Learning. These are used each day to set up age appropriate activities to meet these goals, as well as in the moment planning based on children's interest and views during the day.

The Preschool children take particular interest in Letters and Sounds and follow some of the Letters and Sounds framework when looking at letters, rhyme and alliteration. The Preschool children also look at phonics preparing them for school.

Keyworkers will make the assessment on any child they feel needs any additional support and they will refer to the SENCO to discuss and seek advice on what to do next. They will both then work in partnership with parents throughout.

'Targeted Learning Plans' are also created alongside a child's next steps to develop on specific areas. If a practitioner feels a child needs more support within an area they will inform the settings SENCO to discuss the issues. The keyworker and SENCO will then work closely to set up the targeted learning plans. We ensure all targets created are effective and realistic and are made in line with parental views and ideas they have. We work closely alongside speech and language therapists and continue any specific plans they set out. If we were to notice through our observations that a child may need additional support from outside agencies that are not currently involved, we would gain parental permission to seek advice and support from the local authority inclusion teacher through sending out a request for guidance. We invite the inclusion teacher into the setting to observe the child themselves, enabling them to provide the best support possible for the individual child. Our Special Educational Needs policy provides information on how we best support the children through adapting our practise to ensure it is inclusive to all children. We do this by: assess, plan, do, and review. We will assess the needs, plan what we are going to next alongside TLP's, carry plans out and then review them. We continue this process until we feel happy with the progress. We ensure that all children/ parents/ careers are involved throughout the process.

In our setting we have an access action plan which highlights areas that children can access and potential changes to the setting if needs be: for example widening wooden gates. We also concentrate on provision mapping. This highlights how we meet the needs of each child according to their individual needs. Wave 1 highlights the provision we have in place to support for all children according to their individual needs, Wave 2 is the provision we have for children that require extra support in a certain area, and wave 3 is the provision we have specifically for children that require specialist or intensive intervention.

## Teaching and Learning Part 1 – Practitioners and Practice

Here at Bambinos Boutique Day Care we follow the curriculum set out by the Early Years Foundation stage, which includes guided learning through the Development Matters. Development Matters suggests what children may be learning between certain age groups. This document helps to provide information to ensure our activities best meet the needs of the child. We also follow the statutory requirements, which is legislation that the setting adheres to. The Early Years Foundation stage is broken down into seven areas:

The prime areas;

- ‘Personal Social and Emotional Development’
- ‘Communication and Language’
- ‘Physical Development’.

These prime areas are the foundations of learning, upon which the specific areas can be developed.

The specific areas are:

- ‘Literacy’
- ‘Maths’
- ‘Understanding the World
- ‘Expressive Arts and Design’.

As well as the seven areas of learning we display the Characteristics of Effective Learning; Active Learner, Playing and Exploring and Creating and Thinking Critically in each room to highlight how each individual child learns.

We track each child individually using the EYFS and highlight within daily observations whether children are emerging, developing and secure in each target they are meeting. We also observe the way each child learns within our daily observations and use the Characteristics of Effective Learning to highlight how a child learns in order to plan efficient activities in relation to how they learn.

A child’s progress is tracked and monitored in line with the EYFS using the Tapestry app through termly supervision meeting and management meetings analysing different cohorts. We also track children’s learning through two-year checks in line with the health visitor’s developmental check.

The cocoon’s room learning is mainly based on developing the three prime areas whilst touching on the specific areas.

Children have a key person whose role is to plan the activities and adapt them according to the child’s needs and interests. Some children may need more differentiation in activity than others. The practitioner is sensitive to the needs of their key children.

A key person will continuously assess children’s needs to highlight if any child needs additional support. If a key person indicates a child needs support, it is their role to inform the settings SENCO to discuss which areas they need support in. We do this through daily chats and staff meetings. It is their role to work in partnership with parents and the SENCO to assess, plan, do, and review.

We help parents to support learning through talking them through the Targeted Learning Plans and discuss how they can continue the action plans at home, taking into account the parents views and ideas. We also offer a variety of leaflets and information on our parent's notice board for parents to read and discuss with practitioners.

Our settings PICO (Parental Involvement Co-Ordinator) Tami Haslam interacts with parents and carers on a regular basis and supports them in any enquiries or information they may need. We offer parents to join in with training that staff attends and any events we may hold. We ensure all parents are aware of these opportunities through newsletters and emails as well as daily chats and letters.

Children are encouraged daily within each rooms daily routine to express their own views and interests through chosen activities throughout the day. All rooms also have group time and circle time to ensure children can express their views such as their feelings, interests and learning. Our children are involved within their learning through our termly next steps where we offer a child's voice section for them to express their views. The caterpillars will observe their interests and the cocoons and butterflies will be given the opportunity to vocalise their views at the beginning of each term.

## Teaching and Learning Part 2 - Provision & Resources

In our setting each room has a wide range of age appropriate toys and equipment and provision is used continuously throughout all areas of the room. We rotate equipment between rooms to provide children with more opportunities to enhance their play and development according to each child's individual needs. Staff members will adapt activities accordingly by simplifying or by making them more challenging depending on each individual child.

All toys and resources are labelled using dual languages for children and parents that have English as an additional language. We also have a recorded book that is used in partnership with parents for children who need more support with English as an additional language.

We use our provision mapping to highlight what resources we have available to support children, which is reviewed termly if new resources have been purchased or if resources are changed. If any additional resources are needed to support an individual child then these will be purchased from educational catalogues and incorporated into our provision mapping,

The EYPP funding payment that we received has been used towards implementing a partition wall between the cocoon (2-3) and butterfly (3-5) room. This wall has been put in place to manage the noise levels within the nursery, to ensure focus during focused activities and to enhance the child's learning, development and concentration levels in Preschool during circle time and Phonics. Parents and staff highlighted noise pollution within the open plan layout and the negative factors it was having on the children's learning. We took all feedback into consideration in the planning and implementation of the wall being put up. Since the wall has been put up we have had positive feedback about the management of the noise and the child's focus by staff and parents.

If external agencies are involved with the child then the keyworker along with the SENCO will work hand in hand with them. . If at any time it was deemed necessary to apply for additional support externally then this would be made through the inclusion teacher. Appointments are made with the inclusion teacher to see both these practitioners ensuring there are extra members of staff to cover in ratios.

As a setting we aim to make any adjustments that can be made to support a child with additional needs. (If appropriate)

We also have access to other services within our setting, The Manager and Deputy Manager works closely with social workers, our local children's centre, Smile4life and Healthy Heroes.

As a setting we arrange outings for each room around our local area. All parents are notified beforehand about any outings that are going to take place. Parents are also given a permission slip to sign within our registration packs to notify us whether they would like their child to participate on outings. During outings ratios are halved to allow substantial supervision at all times during being out of nursery. Some parents/carers also volunteer and are involved in our outings. The appropriate risk assessments are also carried out prior to children being taken on outings by a member of staff taking the route themselves to highlight any possible risks that could occur.

## Reviews

As a setting we share regular information with our parents. Each day parents receive a daily report stating the child's day at nursery. This includes: What the child has eaten, drank, slept, toileting/ nappy change, the date, the child's name, the child's key person, activities the individual child has carried out that day including what the aims of the activity are, home work (next steps) and also a space for any further comments.

Our planning is a seven weekly system, depending on the length of the term, that allows the practitioner, child and parent to be involved and work together; the child's voice, the parents voice and the practitioners next steps for the child. The child's next steps also include how they learn within the Characteristics of Effective Learning and any interventions that need making following supervision meetings with each child's keyworker in relation to their development and progress.

We get parents involved where possible in competitions, parents evenings, open days, craft mornings and raising money for charities and also invite parents on training courses we hold at the setting. We have regular information provided on our Facebook page so parents can see things we may be doing or may have done that day.

We hold an open door policy so if parents want to come in and talk to practitioners they can do. We can also arrange times that are more convenient for parents to meet with their child's key person. Learning journals are available at all times to the child's main carers. Twice a year we hold parents evening, this provides an in-depth opportunity for parents to discuss their child's development with their key person. In this time any questions can be answered and questionnaires are completed for feedback from parents about the setting. We also have a parent's comments box in the entrance hall that provides parents opportunities to write their comments in.

## Transitions

We value how important transitions can be for parents and children and once parents/carers have selected us as their child-care provider we arrange settling in visits for both the parent and child. These generally include several 2 hours visits where the child and parent can stay and play, to allow them to become familiar with the setting and staff before attending for a full session. We allow flexibility during this transition, letting the parent and child decide how long/how many sessions they require before starting at the setting. We provide space for the parent to stay and fill paperwork out, or the parent can stay in the room to observe their child. These sessions allow for the parent to begin building relationships with the staff and can ask any other follow up questions before the child begins full time.

We encourage parents to leave the child independently for a few hours before starting for full sessions, so the child can adapt slowly to the changes, and transition gradually to the setting.

We encourage telephone calls throughout the day so that parents are reassured their child is settled and thriving from the setting, and often send parents emails with photos of the children playing- especially for the warier parents who may need help adjusting to the transition.

We work alongside parent/careers to adhere to and meet all needs including: medical needs, dietary requirements, speech and language programs etc. We currently look after a child who requires milk/medicine to be given through a tube whilst they are at the setting. When initially settling in mum came in for several visits to show the staff how to meet the child's needs best. A trained professional also visited to demonstrate to the staff how to deliver the medication appropriately, to ensure professional advice and training had been given. Parents are always included in every step of the way; it is down to the parent as to how much they wish to be involved.

When children join Bambinos we work together with previous settings to ensure a smooth transition. For example learning journals are passed over so that we can visualise where a child is currently achieving and possibilities of where to go next. In past transitions we have had previous key workers come into the setting to verbally pass over information. We share regular information between alternate settings a child may attend, always gaining permission from parents/guardians.

Transitions between rooms are a similar process to the induction. As the child's birthday approaches, or when the child is ready, the parents are informed if/when their child will be visiting the next room, and whether they think these need starting earlier. The child's key person will complete a transition process document to highlight the children likes, dislikes, needs, comforters, sleeps etc. The transition from the 2-3 room (cocoons) to pre schools room (butterflies) is very relaxed as they often have time together throughout the day, whether this is meal times or in the outdoor environment.

## Staff Training

We have a fantastic range of both male and female staff all of which are either currently qualified or working towards a qualification. Several of the staff have a degree in early childhood subjects.

The owner/director holds a Level 3 Health, Social and Childcare qualification and is supported by a Manager and a Deputy Manager who both hold a BA (Hons) in Early Childhood Studies.

All room leaders hold at least a Level 3 qualification, or a Level 2 in Team Leading.

All staff within the setting have received relevant first aid qualifications and hold level 1 & 2 Safeguarding, Prevent Duty training and Female Genital Mutilation (FGM) training.

We have an on-site chef that provides nutritional balanced meals and snacks each day on a 4 weekly rota and is developed and changed in relation to Summer and Winter. We also constantly evaluate meals provided to ensure the children are receiving a substantial amount of food each day. In the foyer we also provide blank menus on the parents board for feedback off parents in regards to their children's meals and choices.

We work closely with Ribblesdale Children Centre that support us through training such as Healthy Heroes and the Early Language Development Programme. All staff attended a healthy hero's awareness course to promote awareness of eating and being healthy. The centre also provides forest school sessions both on site and in the locality. We have also completed Smile 4Life and been awarded all certificates to ensure we are supporting healthy lifestyles. We have completed Communication Counts for 0-3's through EIKlan and Ribblesdale Children's Centre to ensure our setting is communication friendly and provided us with a variety of resources and support in developing children's speech, language and communication.

We have been accredited with the Step in to quality in the Early Years award and have become a communication friendly setting with EIKlan.

We also work with other companies to provide training to our staff, such as Rosy Apple Childcare who trained the staff in "dealing with challenging behaviour" and other courses such as SEND Awareness. The Caterpillars have also been on a course for Working with Under 2's. A few practitioners have also completed their Level 2 in Understanding Autism. We also use Preschool Learning Alliance to offer the staff any relevant training they require.

## Further Information

To find out more information regarding the setting please contact the nursery using the details above or contact Tami Mercer (Manager) or Natalie King-Gleave (Deputy Manager) at [info@bambinosboutiquedaycare.co.uk](mailto:info@bambinosboutiquedaycare.co.uk). We can discuss further details over the telephone or arrange an appointment. Although we hold an open door policy, if you would wish to guarantee an opportunity to have all your questions answered in depth we recommend booking an appointment.