



### **Holyrood Nursery Hope Local Offer**

Our local offer provides parents with information about what our nursery can offer in ways of resources and support for families and children who may have special educational needs or disabilities.

### **The Setting**

- Holyrood Nursery Hope is a purpose-built nursery exclusively for NHS clients with the priority given to Salford Royal NHS Foundation Trust.
- Children attend various sessions of their choice and the nursery is happy to allow parents a childcare place that fits in their variable working pattern.
- A key person is allocated for each child with the aim to establish close relationships with each individual child and their families.
- We are registered to provide full day care when necessary from 7am till 7pm.
- We are proud of the positive and supportive relationships we have developed and work hard to include parents and carers in the education for their children.
- We value the abilities and achievements of all our children and are committed to providing for everyone the best possible environment for learning.

### **Accessibility and Inclusion**

- The building has been designed to be an easily accessed, well-being and learning potential for all our children.
- There are parking spaces available close to the entrance.
- Accessible toilets are available for wheelchair users should they need arise.
- Information is available throughout the setting offering additional support.
- The nursery has all required policies and guidance in place, and copies are available on request at the office.
- We aim to ensure that all communications in written format are clear and concise and will inform parents and carers verbally where appropriate.
- Furniture is of a suitable height and age appropriate for each individual room for the children attending nursery.
- When necessary the nursery use, visual timetables including photographs, pictures and symbols and vocabulary groups as means of communication.

## Identification and Early Intervention

- Ongoing assessments is an integral part of learning and development process with nursery. The key person observes the children, responding appropriately to support their progress towards the early learning goals. All interactions are used to identify additional needs and offer or highlight the help required. Interventions are reviewed regularly and adapted according to a child's individual needs.
- If a child's progress is cause for concern the key person would liaise with the settings SENCO to discuss strategies/next steps.
- The SENCO would work closely with staff and parents to plan an appropriate programme of intervention and support.
- Additional advice can be sought from outside agencies for added support, such as speech and language therapists, health visitors and educational psychologists. Where additional support is needed from outside agencies the SENCO will ensure the parents are informed and involved.
- Parents will be informed about support available.
- Observations are carried out by the key person which are used to target areas of development and plan for individual needs.
- The SEN provision records the type of intervention individual children are receiving and these are discussed with the Area SENCO.

## The guiding principles of the Early Years Foundation Stage (EYFS) are:

- **A Unique Child** – Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.
- **Positive Relationships** – Children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.
- **Enabling Environments** – The environments play a key role in supporting and extending children's development and learning.
- **Learning and Development** – Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

The curriculum is made up of 3 prime areas and 4 specific areas of learning, all areas are important and centre around the individual needs of the unique child.

## The 3 Prime Areas are:

- Communication and Language – Listening and attention, Understanding and Speaking.
- Physical development – Moving and Handling and Health and Self-care.
- Personal, Social and Emotional Development – Making Relationships, Self Confidence and Self-awareness, Managing feelings and behaviour.

#### **The 4 Specific Areas are:**

- Literacy – Reading and Writing.
  - Mathematics – Numbers, Shapes, and Measure.
  - Understanding the World – People and Communities, The World and Technology.
  - Expressive Arts and Design – Exploring and using media and materials and Being Imaginative.
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- Children develop at their own rates and in their own ways. Whatever their stage of development, all are supported to reach their full potential. This is encouraged through differentiated activities, ranging from adult to child led group activities.
  - Ongoing observational assessment is used to establish each child's stage of development. Throughout children's time at nursery, staff get to know them and their characteristics of learning to individually tailor planning. The children's progress is formally assessed through individual progress trackers and summative assessments which is overseen by the senior leadership team.
  - If a child's development is highlighted underachieving, an initial meeting will be convened at a mutually convenient time with parents to discuss their child's development and agree appropriate next steps.
  - The key person and other staff will get to know the child through a tailored induction process and do multiple visits until the child is fully settled. Communication is the key between parents and staff to support the child's care and well-being.
  - The key person will continually liaise with parents, the SENCO will maintain an overview of experiences and progress working with other practitioners to ensure provision is relevant/appropriate and seek support when necessary.
  - Additional strategies can be provided through play plans and behaviour plans, targeting specific development needs for individual children.

#### **Provision and Resources**

- All staff working as a key person are experienced and have a thorough understanding of children's stages of development and learning, the ratios vary for each age range.
- Continuous provision is provided during group activities.
- The nursery has an inspiring and caring environment with open ended natural resources.
- All activities are designed to meet the individual needs of children and identify next steps in learning.
- Children with speech and language difficulties are assisted throughout activities to develop their own progress.

- The nursery has large open-plan rooms which can easily be adjusted to create learning areas which are accessible to all children.
- Where a child requires support to access all activities, a room adaptation will be undertaken to ensure free flow throughout the room.
- We work closely with health visitors, social care services, speech and language therapists, educational psychologists, portage etc.
- To enhance our curriculum, we encourage children to explore outdoors in all weathers with the correct outdoor wear, practitioners seek to explore and expand their learning outcomes and experiences.
- Extensive risk assessments are carried out beforehand to ensure that the outdoors is accessible to all. Policies are shared with parents on admission to reassure that we are inclusive.
- The kitchen provides an adapted menu to fit in with parent's preferences and children allergies, with a weekly menu full of homemade fresh meals.

### **Reviews, Partnerships with parents**

- All staff work hard to make parents feel at ease when they bring their children to nursery. Familiar staff are available to greet parents at the start and the end of each session, we recognise that parents hold key information and have a critical role to play in their children's education.
- Children's progress is monitored throughout the nursery, children with special educational needs and disabilities are monitored on the individual progress trackers, throughout regular summative assessments, play plans and behaviour targets are also reviewed frequently.
- We invite parents into nursery to join in with our activity days for the children to gain the experiences of different languages and cultures, also to encourage them to take part in home-based tasks.
- Parents are encouraged to be involved as much as possible in the education of their child.
- Children's learning journeys are always available for parents to view to ensure they are aware of their child's progress and development.
- Parents can add their own comments, suggestions, and ideas to the planning of their child's education and receive any copies of all the relevant paper work concerning their child. No action is taken without prior permission from parents.
- The nursery operates an open-door policy.

### **Transitions**

- During transition periods parents and children's wishes are taken into consideration when allocating new key people.
- Key person to key person transitions forms are completed before children move rooms and a meeting held between old and new key person.
- The nursery attends transition meetings with feeder schools, to discuss a child's additional needs. A formal meeting will be arranged to which the parents will be invited, this is to ensure a smooth and happy transition is carried out ensuring that the child's needs are met in their new setting.

- In some cases, a visit to school can be arranged so their key person is able to support the child prior to the transition.
- All parents receive child's learning journey containing relevant information pertaining to their child to pass onto future settings.
- The key person or SENCO is always available to discuss any issues with parents should there be specific concerns. A meeting would be organised, so the worries can be addressed and an action plan formulated.
- SENCO and key person attend family service plan meetings and CDF (Child Development Forum) alongside parents to discuss with outside agencies any plans or support needed to meet the child's individual needs.
- Appropriate paper work is completed to support the child's needs, e.g. EHCP's, My Story, with permission of parent.
- Health care plans are completed by parents and any medication is administered by a member of management with the appropriate training.

### **Staff**

- Our staff team vary from levels 2, 3, 4 & 5. We also have 2 staff whom do not have any qualifications but bring wealth of valuable experience to the team.
- Our senior and management team have wealth of experience and backgrounds in various childcare settings and roles.
- We have a member of staff who is fluent in various languages who can help support children and parents who have English as an additional language.

### **Training**

- Senco trained lead.
- Staff have attended various training courses including, ECAT, Sign-along, Wellcomm, ICAN, speech & language
- vocabulary groups are carried out throughout each room daily.
- Staff supervisions are carried out to assess staff in their roles and identify any training or support required to fulfil their role.

### **Further Information**

- For further information, please contact our nursery via telephone or e-mail, we are always pleased to discuss with parents any questions or queries they may have.
- Your child's key person will always be happy to listen or discuss any problems or concerns either at the beginning or end of the nursery session. Should you require privacy we recommend an organised pre-booked appointment at your convenience.